

OPENING
DOORS



OPENING
MINDS

THE SPIRES FEDERATION

Success, Happiness, Inspiration, Nurture, Everyone

Our Mission is to provide an aspirational education which inspires all in our community so that they are happy, confident and equipped for life in all its fullness.

HISTORY POLICY

Curriculum Drivers	Aspirations		Worldly Wise	Well Being
HISTORY INTENT	At the Spires Federation, we believe that history education is vital to a rich primary education. Our aim is to provide a cohesive, progressive curriculum; ensuring there is a clear development of historical concepts, knowledge and skills as we work through the key stages. We ensure that it is fully inclusive to every child; with high aspirations for all of the children to develop a really love for history and learning from the past. We aim to inspire in our pupils a curiosity and fascination about history. Developing their skills of enquiry, investigation, analysis, evaluation, interpretation, problem solving and presentation. This in turn helps pupils to make sense of the present as well as the past, and to appreciate the complexity and diversity of human societies.			
Underpinned by...	High Expectations	Modelling	Research/Evidence	Vocabulary/Quality texts
	All children are expected to succeed. Teachers are clear with all pupils about what the expectations are and what they expect children to	Teachers to teach and model historical skills of enquiry, investigation, analysis, evaluation, interpretation and problem solving.	The Historical Association publications – https://www.history.org.uk/publications/categories/primary-history https://educationinspection.blog.gov.uk/2021/04/27/history-in-outstanding-primary-schools/	Key vocabulary is mapped out that links from the age-appropriate word list for each year group, as well as the technical vocabulary necessary to engage and further develop pupil's historical

	know through the use of knowledge organiser, quizzes and clear learning objectives.	Providing examples of good practise and by having high expectations of all pupils. Clear visual displays highlighting key vocabulary, images, example work etc to be used to support modelling,		knowledge. This is displayed in class, on the knowledge organisers and quizzes. Every unit of work has a high-quality text that is selected from a list of recommended texts drawn through from the English LTP.
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IMPLEMENTATION	We implement a curriculum that is progressive throughout the whole school. History is taught within themes and mapped out into blocks. We focus on knowledge and skills as set out in the National Curriculum. When teaching history, we aim to include hands on, creative, cross curricular links whenever possible to ensure the children's learning is engaging, broad and balanced. We strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry based learning opportunities.			
	Planning History is mapped out over a 2 year cycle for FS and KS1 and a 4 year cycle for KS2, ensuring that knowledge and skills are mapped out progressively and all children develop skills systematically. This enables mixed age classes to access all of the required areas of the National Curriculum programme of study. Lessons are planned to ensure that key knowledge is developed over time over the course of each History block and in the correct sequence. Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher at the end of each unit of work as part of the school's assessment of History using knowledge organisers and quizzes. Lessons within each unit are also planned to ensure the systematic development of the key identified skills across the school.		Assessment Assessment is an integral part of the teaching process. At the start of each new topic, children's prior knowledge is assessed using our Federation quizzing format. This ensures that teaching is informed by the children's starting points and that it takes account of pupil voice, incorporating children's interests. Tasks are selected and designed to provide appropriate challenge to all learners, in line with the school's commitment to inclusion. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible. At the end of the unit, key knowledge is reviewed by the children and rigorously checked by the teacher against the original quizzing format that they completed.	
	Frequency/time taught History is taught within themes and mapped out into blocks throughout the academic year. Some school terms may not have a History focus, but the LTPs have been carefully mapped out to ensure that all National Curriculum requirements are covered.		Knowledge/skills In each lesson, children are guided towards the learning objective through the use of success criteria and teaching slides which follow a set format (quality check, quiz, quack on task). The LO and success criteria	

			are shared at the beginning of the lesson and reviewed by children at the end. Within the LO and Success criteria the knowledge and skills are clearly stated so children have an understanding of what they are to be achieving.
	<p>Whole School Events As a Federation, we like to mark important Historical events throughout the year and dedicate time to educate the children on the events and its impact. For example; we commemorate Remembrance Day with special church services and children share their work they have produced around this event. Whole school wow days are used to engage children in new history topics and themed weeks such as Black History have been included within the curriculum as they appear in the yearly calendar.</p>	<p>Small Schools, Wide Horizons ethos The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice. All learning stems from this approach and enables learners to develop their awareness of the wider world extending their broader national and international knowledge.</p>	<p>Cross Curricular opportunities Reading and writing is taught across the curriculum ensuring that skills taught in these lessons are applied in other subjects. outcomes in History are specifically planned for and these are indicated on the whole school History Knowledge and Skills Progression Map. The central text for our English planning is chosen with a link to our topic work and is used for both writing and reading opportunities (Ashley Booth and book study work). Cross curricular links with other non-core subjects such as art, DT, PE are planned for within MTP's for each key stage.</p>
	<p>SEN: To help teachers enable all children to access to their history lessons, support is given through the use of key vocabulary displays and set lesson slides which use quality checks to recap prior learning. Knowledge organisers are displayed in the classroom throughout the topic and also sent home to encourage pre-teaching. The use of quizzing has been introduced to uncover children's initial understanding of a topic and uncover any misconceptions that may need support. Clear links with the English curriculum also enable the children to access history teaching within a variety of formats and make connections within their own learning.</p>		

IMPACT	<p>PUPIL VOICE Pupil Voice questionnaires to be carried out once a year. In general discussions with children, children talk enthusiastically about the subject and understand its importance.</p>	<p>EVIDENCE IN KNOWLEDGE Children gain a coherent knowledge of understanding of each unit of work. Their knowledge will be built upon from end points from previous years.</p>	<p>EVIDENCE IN SKILLS Children are taught Historical enquiry skills progressively and at a pace appropriate to each individual child. Teachers subject knowledge ensure that skills</p>	<p>OUTCOMES At the end of each year we expect the children to have achieved Age Related Expectations (ARE) for their year group. Children who have gaps in their knowledge</p>
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	INCLUSION All children will be able to access History lessons at a level appropriate to their needs, and to be able to make good progress in each lesson. (See above for SEN details).		taught are matched to National Curriculum programme of study.	receive appropriate support and intervention. Outcomes in books, evidence a broad and balanced History curriculum and demonstrate children's acquisition of identified key knowledge relating to each of the identified national curriculum strands, as appropriate to key stage.
MONITORING (QUADRANGULATION)	Data	Books	Planning	Observation
	Assessment is an integral part of the teaching process. At the start of each new topic, children's prior knowledge is assessed as part of the KWL strategy (What I know, What I would like to Know and What I have Learned) and topic related quizzing has been introduced. This ensures that teaching is informed by the children's starting points and that it takes account of pupil voice, incorporating children's interests. Tasks are selected and designed to provide appropriate challenge to all learners, in line with the school's commitment to inclusion. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible. At the end of the unit, key knowledge is reviewed by the children and rigorously checked by the teacher.	A sample of books from LAP, MAP and HAP for each year group to be sampled. PP and SEN children's books to be included within this sample. Twice a year book scrutiny.	LTP outlines the intent for History and then teachers map out the medium term plan ensuring that the learning is personalised and implemented to suit the learners in the class. The curriculum is adapted to be inclusive for all. The Subject leader evaluates the coverage and provides support where required.	Observations to be taken by the subject leader through planned observations, monitoring and learning walks. Twice a year observations to be planned in.