

CURRICULUM POLICY

SUBJECT: History
DATE: Summer Term 2022

SUBJECT LEAD: Keely Causton
REVIEW DATE: Summer Term 2023

1. Mission Statement

At Giles Junior School, all children will be given the opportunity to explore a range of historical periods and identify key figures within them. Children will access a broad and rich curriculum which is built upon a wide range of historical knowledge and skills. The teaching at Giles is sequenced logically to ensure children can fully understand and retain the information and vocabulary presented to them; therefore ensuring that children leave Giles as enthusiastic and skilled historians.

2. Intent

As evidenced in our Long-Term Plan, each year group is taught two units of history which have been planned chronologically and are situated in a clear, logical sequence of learning. Vocabulary from previous units (including year 2) is consistently recapped, whilst new vocabulary is introduced at an appropriate pace. Cross curricular opportunities are encouraged where possible, including school trips, themed days, internal visitors and workshops.

3. Implementation

At Giles Junior School, the history curriculum has been designed to logically follow the national curriculum so that children are building on their knowledge and skills each year. Each year group teaches two units which focus on two different periods within history. By the end of year 6, children will be secure in their ability to draw comparisons and connection, and identify similarities and differences between different historical periods and modern day. They will also have a sound knowledge of chronology from the Stone Age to the present day. Theme days are encouraged to introduce new topics, acting as a 'hook' for the learning to ensure children are enthused and engaged throughout their learning. School trips and internal workshops are also supported to support children's passion and understanding through bringing the history to life, as well as furthering their experiences with primary and secondary sources.

4. Impact

At the end of each year, the children will have been immersed in two topics around two different periods of history. They will have developed their chronology skills, historical knowledge, historical interpretation, historical enquiry and organisation and communication skills throughout both units studied per year group. By the end of year 6, children will have studied a range of historical periods and key figures identified within these times. This will result in each child feeling confident and enthused in the history learning due to being exposed to a rich curriculum throughout their time at Giles Junior School.

5. Inclusion

In history lessons, differentiated activities or resources will be given to support lower attaining and extend more able pupils. Children with learning difficulties will be identified and have provision made for their particular needs. Provision for pupils with special needs and any other access issues related to this subject are detailed in the SEND policy. At Giles Junior School we have high expectations of all SEND learners. **See History Inclusion document for further guidance and explanation.**

6. Health and safety

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Certain health and safety concerns are inherent with history, including the storage of sources, risk assessments for school trips or internal workshops, and the use of equipment within lessons. Children are instructed in the correct use of equipment and tools. Children are supervised at all times during activities which involve handling fragile and delicate sources.

7. Home Learning opportunities

History home learning is not an expectation, however teachers may set homework if appropriate to do so within a class project or if there are cross-curricular links which can be made to core homework. Alternatively, recommended websites, books and trips which fit into the specific topics, are detailed on the Long Term History plan.

8. Assessment

In order to ensure progress is being made in History, teachers are required to complete the foundation marking sheet for each lesson to support their tracking of pupils progress and attainment in History. The marking sheet should be completed by the class teacher, or whoever taught the lesson (HLTA etc.) for each of the History lessons covered within the overall unit. This should be completed as soon as possible after the lesson has finished to ensure that any gaps in skills or knowledge are being identified promptly. These should also be referred back to regularly to ensure that future planning is adapted accordingly to guarantee progress is being supported and encouraged. If a child is identified as being Greater Depth in a lesson, this should not be dismissed and instead should be revisited by the teacher to ensure the children are retaining their skills and knowledge, as well as being given the opportunity to progress them further. This data can then be accessed and used the following year by the next teacher, and help them see how the children in their class have progressed with their History learning objectives so that they can meet the needs of their new students more readily.

9. Monitoring

The History subject leader will check in with teachers to gain an insight into what has been taught and offer any assistance needed. The subject leader will ensure coverage across all year groups and identify where there may be training needs or further support with planning and assessing for staff. This data/information can also be used to support events such as More Able and PPG activities and workshops. History book looks and informal learning walks should take place each term to ensure the intent, implementation and impact expectations are consistently in place across the school. Pupil and staff voice is conducted twice a year to ensure staff feel supported and confident in their job roles and children feel engaged, enthused and challenged within their History learning. This will all be overseen by the Foundation Curriculum Lead.