



History Policy

Staff Responsible:	Mrs Alice Johnson
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Teaching and Learning in History

Teaching and Learning Documentation

In order to communicate effectively each of our subject areas, key documentation is established by the Subject Leader and shared with all relevant teaching staff. This documentation includes: -

1. Subject Policy
2. Curriculum Rationale
3. Unit of Study Overview
4. Knowledge and Skills Overview
5. Working Plan

Together, this documentation collates the coverage and implementation of each of the Wider Curriculum Subject Areas.

Subject Leadership Documentation

In addition, Subject Leaders are required to monitor the effectiveness of their subject throughout each academic year. In order to do this with effect, the following documentation is established and updated regularly.

1. **Subject Audit** – An audit of the subject is completed annually RAG rating the effectiveness of the subject, whilst informing key priorities moving forward.
2. **Subject Action Plan** – A three-point action plan is derived from School Development Plan priorities and the subject audit to establish next steps as we continue to strive to improve each subject area.
3. **Learning Enquiry** - As part of our monitoring cycle, our Learning Enquiry approach ensures the monitoring of each subject area through scheduled book looks, learning walks, planning/ resource checks, pupil voice and staff voice. All findings are collated, feedback is shared and next steps are actioned.

Delivery of History

Our Curriculum links subject areas from 'The Arts' with a subject area from 'The Humanities'.

- Art & Design and History
- Geography and Design and Technology

This ensures that each year group will teach one 'Arts' and one 'Humanities' subject for a half term, and then will swap for the next half term. This provides three-concentrated periods of learning for each of the subjects across the academic year.

The structure differs across the year groups to ensure delivery of each subject somewhere across the academy through the entire academic year.

Lesson Content

In support of foundational understanding of History, key components of lessons have been established in conjunction with teaching proformas to support class teachers with consistent delivery lesson-by-lesson.

These key components include:-

- **What is statement** – As each History lesson commences, children will be reminded of the definition of the subject – “The study of a series of past events connected to a person, place or thing.”
- **Reference to skills of a Historian** – Children are reminded of key skills that are commonly used in this subject area i.e. reasoning, sequencing, interpretation, creative thinking and information processing.
- **Timeline Chronology** – To support chronological understanding, each lesson will reference the place in time of the current unit/ event in comparison to other time periods and the present day.
- **Key vocabulary** – Relevant and focused vocabulary for the lesson are shared, discussed and defined with support of teachers encouraging clear and purposeful discussion throughout.
- **Teaching Toolkit strategies** – Ensuring High Quality Teaching, our teaching toolkit strategies are employed where appropriate encouraging effective modelling, retrieval strategies, motivating teaching, accurate assessment and purposeful reflection from learners.

Performance and Learning Evidence

Evidence collation is key to support the learning process and the monitoring of Teaching and Learning by Subject Leaders and Senior Leaders. In order to evidence History effectively, the following strategies have been implemented: -

- Reception – Class Wider curriculum floor books
- Year 1 -2 – Class history Floor book and Earwig (Y2 Autumn/Spring)
- Year 2 > 6 – Individual history books and Earwig

Please note: - Earwig is an online storage system used to evidence in class discussions and activities that contribute to the evidence of knowledge and skills of our learners

Assessment

As per our Marking and Feedback policy, adults are encouraged to formatively assess throughout the entire learning sequence, ensuring proactivity and responsiveness to the needs of all children. This feedback can be verbal or written feedback.

At the end of each half term (for Year 2 and above), a Proof of Progress (PoP) task is set supporting the assessment of the teaching content from the unit before the current teaching unit, supporting the teacher's assessment of learning over performance. Children 'working significantly below' national curriculum expectations are noted in our Wider Curriculum Assessment grids, with a brief description of why, to monitor the gaps in learning of our children across the wider curriculum. Additionally, children who are 'working significantly above' national curriculum aims are noted to highlight real flare between class teachers and subject leaders.