

Coleshill Church of England Primary School

Inspiring our children to flourish and enjoy 'Life in
all its fullness' (John 10:10)



History Curriculum Policy November 2020

Date adopted by Governing Body:

Reviewer:

Coleshill Church of England Primary School

OUR VISION

Our school's purpose is built upon the fundamental principle that **every child matters to God** and has the right to be treated with dignity, learn about their innate worth and understand their unique value and place in God's world. We provide positive opportunities for all children to experience a community living out Christian values and making choices which lead to **hope, aspiration and fulfilment**.

We believe our school should be **a place where we all want to be**; a place where children feel safe and secure, where God's love is reflected in our care for every individual. We nurture our community, ensuring **children flourish** physically, mentally, emotionally and spiritually thereby achieving their potential. As a church school we find inspiration in the life and teachings of Jesus Christ, celebrating the diversity around and amongst us and applying our understanding of tolerance and respect.

Our curriculum is about **bringing engagement, fun and enthusiasm to learning**. We aspire to provide outstanding educational experiences which will inspire children to develop into lifelong independent learners. **Our high expectations develop character** and pride in our identity as Coleshill Church of England Primary school, preparing every child for their future.

OUR VALUES

HONESTY

With God's love, we are truthful so we can be trusted and grow in wisdom.

"Speak the truth in love." (Ephesians 4: 15)

We want our children to be honest with their words (telling the truth not lies), honest with themselves (have I really given my best?) and honest with their actions.

KINDNESS

With God's love, our words and actions are thoughtful and friendly, so everyone in our community feels welcome.

"Clothe yourselves with kindness, humility, gentleness and patience." (Colossians 3: 12)

We want children at Coleshill to understand that kindness should be offered to all, not just our friends or those who are equally kind to us.

PERSEVERANCE

With God's love, we have the highest expectations of ourselves, so we keep trying even when we find things hard.

"Perseverance (produces) character and character, hope." (Romans 5: 4)

We want children at Coleshill to develop perseverance so that when things get hard they will keep going. If they get stuck they will find another way to solve a problem and for them to understand that to fail isn't the end, it's just the First Attempt In Learning.

RESPECT

With God's love, we care for others, ourselves and our school, so we listen and use good manners.

"In humility, value others above yourselves." (Philippians 2: 3)

We want children at Coleshill to show respect for everyone and everything around them; looking after the things we have and treating others the way we would like to be treated.

SELF-CONTROL

With God's love, we stop and think about our feelings and actions, so we keep ourselves and others learning and safe.

"The Holy Spirit produces this kind of fruit in our lives: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control." (Galatians 5: 22)

We want children at Coleshill to be able to resist the negative temptations around them and make good decisions; to laugh when it's time to laugh but to work and give their all when it's time to learn.

'CURRICULUM' INTENT STATEMENT

At Coleshill C of E Primary School our curriculum is about bringing engagement, fun and enthusiasm to learning. We aspire to provide outstanding educational experiences which will inspire children to develop into lifelong independent learners. Our high expectations develop character and pride in our identity as Coleshill Church of England Primary school preparing every child for their future. Our curriculum aims to support our children to excel in our school values and provide them with opportunities to practice and develop these.

Our data shows that boys underperform in relation to girls, and that lower attaining boys make slower progress. Pupil Premium children also make slower progress in comparison to non-pupil premium. Our curriculum therefore needs to be engaging and inspiring for all children and include topics to motivate boys in particular. We want to develop our students' 'self-worth through experiences of success and celebration across a wide range of skills and talents'. Our Curriculum provides a clear progression and distribution of foundation skills through a range of exciting topics.

Please visit the History page on our website:

Here you will find documents related to this policy, which include:

- Curriculum Intent, Implementation and Impact
- Skills Progression

Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of Governing Boards set out in the Department for Education's Governance Handbook.

History Intent

At Coleshill C of E Primary School we believe that our History Curriculum should be fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum; providing a broad, balanced and differentiated education that inspires our pupils' curiosity to know more about the past.

We aim to equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We aim to help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. At Coleshill C of E Primary School we follow the philosophy of 'starting with the child and working back.' We start with the closest time period to which our pupils were born to help build their knowledge and understanding of how long ago that was. We then develop the complexity of this as they move back in time throughout the year. We believe that this is particularly important in KS1 as they will begin by talking about themselves and the history of their own family before then developing their knowledge of how significant events, people and places have shaped the world they see today.

At Coleshill C of E Primary School we strive for our pupils to not just know more, understand more and remember more, but to gain a love of learning about History through classroom experiences, enrichment days and educational visits.

History Implementation

Planning, Differentiation and Lesson Organisation

In order to promote a high-quality History education we follow the 'green route' system when planning our topics; planning lessons sequentially and with the end point in mind. Our History curriculum is carefully structured, ensuring progression across year groups. Much consideration has been given to the three topics covered by individual year groups- with teachers identifying the key knowledge and skills for each. These are carefully outlined on our History 'skills grid', which teachers use to support their planning and assessment.

Our Early Years Foundation Stage (EYFS) follows the 'Birth to 5' guidance and the EYFS statutory framework, which aims for all children in Reception to have an 'Understanding of the World; past and present, people, culture and communities and the natural world' by the end of the academic year.

Sequence of Learning

A whole school timeline has been created which teachers use at the start of every topic to introduce the time period being covered. A proportion of the first lesson within each topic is used to investigate where it fits on the timeline and how it compares to previous topics taught that year, and in previous academic years. Our timelines are then used throughout our topics to further embed knowledge and support pupils' ability to articulate what they have been learning about.







History and Geography Curriculum Map						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	HISTORY Toys 1837	GEOGRAPHY Our Local Area	HISTORY Flight 1903		GEOGRAPHY Our Country – UK	HISTORY School Days Past 100 years
Year 2	HISTORY WW2 1939	HISTORY Florence Nightingale 1820	GEOGRAPHY Planet Earth		GEOGRAPHY Life in Kenya	HISTORY Great Fire of London 1666
Year 3	HISTORY WW1 1914	GEOGRAPHY UK – Settlement and Land Use	GEOGRAPHY Europe - Italy		HISTORY Ancient Egyptians 3100BC	HISTORY Stone Age 2.6 million years ago
Year 4	HISTORY The Tudors and Elizabeth I 1485	GEOGRAPHY Climate Zones and Biomes	GEOGRAPHY Amazon – Rivers and Rainforests		HISTORY Crime and Punishment 476AD	HISTORY The Roman Empire and Impact on Britain 27BC
Year 5	HISTORY Angles, Saxons and Scots 410	GEOGRAPHY The USA	HISTORY Mexico and the Mayans 2600BC		GEOGRAPHY Asia - Mountains, Volcanoes and Earthquakes	
Year 6	HISTORY The Industrial Revolution 1858	GEOGRAPHY Global Challenges	HISTORY Viking and Saxon battle for the throne 1066		GEOGRAPHY Mapping the World	HISTORY Modern and Ancient Greece 800BC

History within The Early Years

In Early Years, History is taught through the Understanding the World section of our Curriculum, but primarily focuses on ‘people and communities.’ However, there are many other areas within our EYFS curriculum that are intertwined within our History learning, such as communication and language. We believe that communication and language is a high priority as it underpins all future learning, reflected in the high level of training and Language champions within our EYFS. Many of our children enter our setting below expected in their CL and it is therefore something we truly strive to improve for our pupils at Coleshill. In EYFS, our teaching of UTW runs hand in hand with communication and language so that our pupils have the best possible chance at succeeding in History throughout their school life and beyond. In addition, it supports our pupils to access National Curriculum objectives such as ‘using phrases relating to the passing of time,’ ‘use a wide vocabulary’ and ‘to ask and answer questions.’

RECEPTION LTP 2021-2022

The below topics and prompts are ideas/starting points. However, in line with our Early Years ethos we primarily follow the children's ideas and interests and therefore our LTP will be adapted accordingly throughout the year.

					
Topic: Autumn	Topic: Celebrations	Topic: To infinity and beyond	Topic: Nature detectives	Topic: All Around the World	Topic: Big Bad Wolf!
<i>Prompts-</i> *My own significant events *My own special times (ongoing)	<i>Prompts-</i> *Why I am unique *Showing an interest in people who are familiar to me *Similarities and differences between myself and others	<i>Prompts-</i> *My own past and present *Past and present of my family members *Peoples roles in Society *Families/communities /cultures/traditions *Drawing on what has been read	<i>Prompts-</i> *My own past and present *Past and present of my family members *Peoples roles in Society *Families/communities /cultures/traditions *Drawing on what has been read	<i>Prompts-</i> *Families/communities /cultures/traditions *Understand the past through settings, characters and events encountered in books read in class and storytelling.	<i>Prompts-</i> *Understand the past through settings, characters and events encountered in books read in class and storytelling.

Further enhancements/opportunities

We provide multiple opportunities to talk about celebrations, customs and events such as: Chinese new year, Diwali and Remembrance Sunday. We discuss past and present events in our own lives and activities the children may have completed with their friends and families. We have opportunities to share special events and family customs such as christenings, Christmas, weddings and birthdays. We provide opportunities to explore the differences between ourselves and others and how things are different/similar to how they were in the past. We have multiple curriculum links across the EYFS framework from Understanding The World and Communication and Language, where the children have opportunities to explore their own and other's lives during 1-1, group and whole class discussions. Throughout this, we also draw on our own experiences and what has been read in class.

Resources

Staff audits highlighted that our teachers felt there were not enough available resources in School to support the teaching of inspiring History lessons. Therefore, in September 2020 we revamped our History resources, providing Year 1-6 with resource boxes relevant to their topics, to help stimulate and engage the minds of our pupils. Teachers are responsible for ensuring that their History resources are well respected by all pupils and are kept in a safe place when not being used, to ensure they are kept to a high quality.



Reading through the Curriculum

Vocabulary and engaging texts are a focus through our curriculum, linking to a range of topics. The Warwickshire Library resource is used to enable all classes to have access to topic-based books linking to their half-termly topics. Research activities and reading for pleasures is built into the curriculum to develop the children's interests and understanding alongside improving their attainment.

Transferable Knowledge and Links to other Curriculum Areas

History and Geography are the topic drivers, alongside a focus on Art or DT. However, many opportunities are planned for the children to make links to other curriculum areas in their learning; such as understanding the countries involved in WW1 and where they are on the map whilst the topic being predominantly History driven.

In Early Years, our Understanding the World curriculum is taught through a mixture of adult and child initiated activities, both indoors and outdoors. Practitioners follow the interests of the child and support them in transferring their knowledge and skills within a number of other curriculum areas, such as communication and language and expressive arts and design.

Cultural Capital Opportunities

As a school, the children work together to raise money for a variety of charities including Christian Aid and Children In Need. They also develop their knowledge in a range of topics about life in other cultures and countries. The children are given as many opportunities as possible to develop their understanding of society and what makes a good citizen. They often visit the local care home to share their learning with the residents and develop their social skills.

In our teaching of History, we provide opportunities for our pupils to explore the lives of others and how they lived. We explore what the world was like in different time periods and allow our pupils time to reflect on how it is different to how we live today. This increased historical and sociological knowledge further improves the children's cultural capital and gives them a wider understanding of the world from different perspectives.

Wider Curriculum Opportunities

Enrichment opportunities through trips, visitors and parental engagement create enthusiasm for learning and inspiration for further lessons such as writing. Children are given opportunities to take part in topic days; such as WW1 and Romans day, have visitors to provide further information about their topic; such as the police for the topic of Crime and Punishment, invite their parents and carers into school to showcase their learning, such as the Toy Museum and Year 1, and to go on visits to museums, galleries and other areas of interest linking to the current topic.

Assessment

History is assessed using Arbor in KS1 and KS2. Children are assessed against the National Curriculum strands and skills for their year group. This information is then used to plan well-sequenced lessons to build upon prior knowledge. In Early Years, 'Understanding the world' is tracked and assessed using Evidence Me and is recorded termly on an assessment tracker.

Curriculum Impact

The impact of our History curriculum is measured through book looks, planning looks, learning walks and pupil voices. This year we have also introduced the use of our History High 5's, which will be used in conjunction with other monitoring strategies to assess the impact of our History topics.

At Coleshill C of E Primary School our History Curriculum is high quality and our teaching of History is consistently 'good.' Outcomes in pupils' books evidence a broad and balanced sequence of learning and demonstrate our key skills. Our pupils enjoy learning about History and experiencing a range of enrichment opportunities. By the end of year 6 our 'Coleshill Historians' are well equipped with historical skills and knowledge that will prepare them for further education and life in the wider world.

A Coleshill Historian is someone who...



Researches
and uses
sources



Identifies
causes and
consequences

We can confidently use the library and internet to help us with our research. We observe small details when looking at artefacts and pictures and we bring together knowledge that we have gathered from several sources. We use primary and secondary sources to find out about key dates, characters and historical events.



We can use evidence to build up a picture of past events. We can offer some reasons for why there are different versions of events, and we can examine the causes and results of these events and the impact that they had on people. We are aware that different evidence can lead to different conclusions.



Recognises
different
view points



Communicates
their
learning

We can find out about and compare the different beliefs, behaviours and characteristics of people and we can recognise that not everyone shares the same views and feelings. We can evaluate the usefulness of different resources and identify the reasons for and results of people's actions.



We can recall, select and organise historical information such as key dates, characters and events of time. We can communicate our understanding of the research that we have collected. We can show our knowledge through discussion, pictures, drama, making models, writing and ICT.



Asks
thought
provoking
questions

We can find answers to simple questions about the past from sources of information such as books and artefacts. We can ask a variety of questions which help us to clarify our understanding. We understand that no single source of evidence gives the full answer to questions about the past, and this encourages our deeper thinking.

We can work confidently with others, adapting to different contexts whilst also taking responsibility for our own roles. We can listen and take account of others' views during our discussions and we can show fairness and consideration towards others when working in a team.



Works
confidently
with
others

Governing Body

The Governing Body will monitor the effectiveness of this History Policy and hold the Headteacher to account for its implementation.

The Governing Body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Provision is made for pupils with different abilities and needs, including pupils with Special Educational Needs and Disability (SEND) and those pupils in receipt of Pupil Premium Grant (PPG) referred to in DfE documentation as Disadvantaged Pupils (including Looked After Children – LAC)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

Headteacher

The Headteacher is responsible for ensuring that the History Policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the vision and values of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing Board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Governing Body is advised by School Leaders about the school's performance and pupil outcomes to make informed decisions for the School Improvement Plan and CPD program for all staff
- Appropriate provision is in place for pupils with different abilities and needs, including pupils with SEN and Disadvantaged Pupils (including Looked After Children – LAC)

History Leader

The History Leader is responsible for monitoring the curriculum, including the development of medium term and short term planning, as well as the standards within the History books. Also, the History Leader evaluates the Quality of Education for each year group by lesson visits, scrutiny of pupils' work and pupil discussions; this provides key strengths and areas of development to further develop the Languages curriculum. Within our professional development procedures, the History Leader is given training and the opportunity to keep developing their own subject knowledge, skills and understanding; as a result, they can support curriculum development and their colleagues throughout the school.

The History Leader also has the responsibility for monitoring the storage, maintenance and management of resources.

Teaching Staff

Other staff will ensure that the school curriculum is implemented in accordance with this History Policy. All class teachers follow the school's agreed planning for the curriculum provision in History.

Inclusion

Further information, related to SEND, can be found on our School, Website and includes:

- School Offer for SEND
- Equality and Accessibility Policy
- SEND Policy
- Equality Duty and Objectives

Teachers set high expectations for all pupils. They will use appropriate assessment and work for all pupil groups, which including:

- More able pupils
- Pupils with SEND
- Pupils with low prior attainment
- Pupils with English as an additional language (EAL)
- Disadvantaged Pupils

Teachers will plan lessons so that pupils with SEND are able to access and can study every National Curriculum subject, wherever possible; resources will be carefully planned and additional adults purposefully deployed to support learning in lessons. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Monitoring and Evaluation

Procedures

The Governing Body monitors the coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Visits to the school
- Link Governor meetings with History Subject Leader
- Link Governor discussions with pupils about the History curriculum as part of wider views about the Quality of Education

Senior Leaders and the History Leader monitor and evaluate the way that the Art and Design curriculum is taught throughout the school by:

- Discussions with staff about the provision, teaching and assessment and CPD opportunities in the History curriculum
- History pupil discussions, which evaluate the impact of CPD, inform next steps for teaching and assessment and planning for CPD provision for all staff
- Scrutiny of pupils' work in History with the History Leader and Senior Leaders
- Scrutiny of planning, where appropriate (e.g. to evaluate the impact of CPD or the implementation of a revised approach to teaching or use of resources)

Links with other policies

This History Policy links to the following policies and procedures:

- Curriculum policy
- SEND policy
- Behaviour Policy
- Growth Mindset Policy

This History Policy will be reviewed by the History Leader. At every review, it will be shared with the Full Governing Board to be approved. The History Policy will be reviewed, in line with any:

- Amendments or review of the National Curriculum
- Relevant curriculum updates linked to current educational research, practice or policy
- DfE advice, guidance or recommendations about the History curriculum
- Review of the school's approach, practice or policy for the History Curriculum Intent, Implementation and Impact