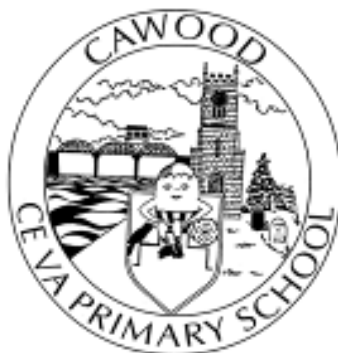


Cawood CE VA Primary School



History Policy

Document Status			
Date of next review	March 2025	Responsibility	Teaching and Learning Committee
Date of Policy Creation	March 2024		
Date of Policy Adoption by Governing Body		Responsibility	Chair of Teaching and Learning Committee
12 June 2013		Signed	<i>Janet Rounding</i>
Reviewed: March 2024			
Method of Communication			
Website, Server			

Rationale:

At Cawood CE Primary, we have developed a high quality history curriculum in order to help pupils gain a coherent knowledge and understanding of the past.

We have developed an ambitious and challenging curriculum to inspire children to know and learn more about the life of people in the past. We aim to teach disciplinary and substantive knowledge in order for the children to learn to become historians and to understand how events in the past have influenced and shaped our world today. Throughout the progressive curriculum, we aim to develop children's ability to ask perceptive questions, consider the evidence and different arguments and points of view in order to develop a good historical understanding and the ability to think critically. As children progress through the school they develop a chronological understanding of the past.

Cawood is a very interesting historical place with a rich historical past including the connection with the Romans (close to the Roman capital of York), the involvement of Cardinal Wolsey (arrested at Cawood Castle by Henry VIII) and the Viking sword which was found at Cawood.

History is therefore an essential and integral part of our curriculum.

We aim to investigate and interpret the past through British history, and that of the wider world, but we also aim to inspire future historians through real and exciting first hand experiences working closely with local historical experts. Cawood's local history is the starting point for our engaging topics with the intention of igniting the children's curiosity to explore history at greater depth and become life- long learners.

Aims:

1. To deliver the National Curriculum Programmes of Study and Early Years Foundation Stage Framework.
2. To cultivate a curiosity and understanding about the past and encourage questioning, speculation and enquiry.
3. To provide opportunities for children to investigate historical topics and to communicate their findings in a variety of ways.
4. To develop chronological understanding of periods of time.
5. To develop the ability to collect information in order to question and interpret historical evidence.
6. To help children understand of society and their place within it, so that they develop a sense of their cultural heritage.
7. Children to have understanding of historical concepts such as cause/consequence, continuity and change.
8. An understanding of how evidence is used to make historical claims.
9. To help pupils gain an understanding and appreciation of other races, cultures and beliefs.

Making History Relevant

Historia (the Greek word for history meaning enquiry; knowledge gained by investigation) is the study of the past. It is our intention, at Cawood Primary School, to enable the children to think as historians with the emphasis on examining historical artefacts and other primary resources. The investigation of photographs, paintings and texts provides the children with more valuable experiences than studying books and websites. We also recognise and value the importance of first hand experience and stories in history teaching and we regard this as an important way of stimulating interest in the past as well as exploring history through English. We focus on helping children to ask searching questions about information they are given, encouraging discussion and debate.

Teaching and Learning:

1. History is planned through specific topics twice a year with as many cross-curricular links as possible, delving deeper into subjects through a class book or other texts linked to the History topic.
2. Teachers have collaborated on the long term plan for key stages 1 and 2, to ensure that all national curriculum objectives are met, as well as inspiring and exciting children allowing them to develop their skills as historians.
3. In Implementing the curriculum, we always aim to inspire and excite children.
4. We plan educational visits that are central to the topics in order for children to experience a more hands-on and *real* approach. This gives children the opportunity to handle real-life historical artefacts.
5. Before planning, teachers are given the key substantive knowledge to ensure progression every year.

6. When planning, teachers refer to the national curriculum and the long-term plan taking into careful consideration how to delve deeper into a topic as well as linking the relevant progression in vocabulary.
7. We also make sure to use prior learning as a starting point for any new concept introduced.
8. Where possible, we have local history at the heart of our topics.
9. Disciplinary knowledge is built upon each year to ensure each child has the potential to become budding historians.
10. All children are given equal access and opportunities in History.

Assessment and feedback

Assessment and feedback are regarded as integral parts of teaching and learning in a continuous process. It is the responsibility of the class teacher to assess all pupils in their class. At Cawood, we continually assess our pupils and record their progress. We strive to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress.

1. Each child from Year 1 to Year 6 have a history book to record their learning in.
2. Nursery and EYFS have a 'big book' to record their learning in.
3. Teachers use a wide range of approaches including questioning to assess learning.

Role of the History Leader

The History Leader is responsible for history throughout the school. This includes:

- Leading by example by setting high standards in their own teaching and showing a thorough understanding of the subject
- Offer support to teachers in planning, teaching and assessment
- Preparing, organising and leading CPD and joint professional development, sometimes supported by consultants
- Monitor and evaluate teaching and progress
- Monitor and evaluate history provision in the school by conducting regular work scrutiny, learning walks and assessment data analysis and feeding back to staff.
- Ensures that each classroom has the appropriate resources required to deliver the curriculum effectively and, where necessary, use the history budget to purchase resources.

Policy Review

The History policy is reviewed bi-annually or sooner if required. Any changes made to this policy will be communicated to all teaching staff.

March 2024