

St James' C of E Primary School



SAINT JAMES'
Church of England School



The St James' LEARN curriculum.

L	Love Jesus	
E	Equality for Everyone	
A	Attend every day	
R	Reach for the stars	
N	Never give up	

*We are walking hand in hand with Jesus
fulfilling the potential God has given us.*

'For with God nothing is impossible'

Luke 1:37

History Policy 2024

Luke 1:37 "For with GOD nothing shall be impossible"

Our LEARN Curriculum Key Principles:

Our **LEARN** curriculum ensures that our children are successful in learning and in life, no matter what their starting points and barriers to learning may be by:

- Promoting positive partnerships to support the families of our school who speak 15 different languages and who come from many varied faiths and none. So that ALL our pupils are settled in school and ready to **LEARN**.
- Providing nurture, emotional, financial, and spiritual support to our pupils and All stakeholders. So that families and children are fully supported and are in the best place they can be and ready to **LEARN**.
- By understanding our community and thus providing learning opportunities in environments which promote reading, oracy, and the constant development of vocabulary. So that our pupils are equipped with the skills they need to flourish in life and **LEARN**.
- By providing dedicated nurture spaces to offer emotional and practical support to meet the needs of ALL of our pupils thus allowing them to **LEARN**.
- A curriculum which will be inclusive, aspirational, and relevant and respectful to the culture and customs of our children and families. So that our children want to come to school, are engaged with their individual needs met, and experience a full and varied range of opportunities to enrich their lives and **LEARNING** experience.

Because we truly believe that '**For with God nothing is impossible**'

What is History?

Introduction

In Early Years all classes start with 'All about me' then move onto Significant events such as Bonfire night, Christmas, Easter. In the summer term children are taught about different British events and celebrations. In key stage 1 students are taught about significant local events such as The Beatles and the setting sail of the Titanic before broadening to influential change makers and global leaders. By key stage 2 children are engaging with thousands of years of history, building skills to analyse sources and develop a long-life love of history.

Opening Worlds is a scheme we use in Key stage 2 this is a knowledge-rich history programme. The programme meets and substantially exceeds the demand of the National Curriculum for history. The scheme is characterised by strong vertical sequencing within subjects (so that pupils gain security in a rich, broad vocabulary through systematic introduction, sustained practice and deliberate revisiting) and by intricate horizontal and diagonal connections, thus creating a curriculum whose effects are far greater than the sum of their parts.

Intent

History has always been held in high regard at St James'. Topics are informed by the National Curriculum and are sensitive to the children's interests and the context of the local area and its History. The curriculum at St James' has been carefully planned and structured to ensure that current learning is linked to previous learning, building upon existing skills covered in previous years in more depth, and that the school's approaches are informed by current pedagogy. With God at the centre of our school, every child is valued. We prepare them to be a member of a class, school, and local community and also for their future role in modern Britain and as a global citizen.

The curriculum ensures academic success, creativity and problem solving, reliability, responsibility and resilience, as well as physical development. Wellbeing and emotional health are key elements that support the development of the whole child and promote a positive attitude to learning.

Effective History teaching will:

- develop a sense of time, helping children to grasp how time is measured and to see that some things change quickly, others slowly.
- help children to work out how and why events happen.
- help children to consider what it was like at different times in the past.
- help children to understand that there are some things about the past we can know for sure and others we can never know. History has to be constructed from the pieces of the jigsaw that are left behind, without the picture on the lid to help us.
- help children to understand that history may change should new evidence come to light.

Implementation

By the end of year 6, children will have a chronological understanding of British history.

Planning is informed by and aligned with the national curriculum. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge. An important part of the History curriculum is the ability to retain and re-use knowledge, vocabulary and skills in a progressive and developmental way throughout the journey through school. Retrieval practice takes place within each lesson.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters' as the supporting guidance, however the Early Learning Goals are the end point for our children in EYFS. Children within the EYFS are exposed to history through the specific area of 'Understanding the World'.

In EYFS history is taught through continuous provision. In KS1 History will be taught for 3 half terms each year. In KS 2 history is taught weekly. The objectives are taken directly from the national curriculum.

Each topic has a well-planned, medium-term plan with National curriculum objectives recorded. Teachers annotate their MTPs and refer to them from lesson to lesson. Specific annotation will include personalised adaptations for all SEN, a plan for the TA and their role. Each topic has:

- a knowledge organiser signposting key knowledge and key vocabulary (where appropriate)
- learning objectives – written as 'I can...' statements to link into teacher/peer/self-evaluation
- detailed knowledge and skills written into each lesson to ensure coverage
- an end of unit task

From year 1 - year 6 classrooms, there will be a timeline displayed. The timeline will be used as a cross curricular resource and develop the understanding of 'Time' throughout all areas of learning. All areas of learning i.e. time/era the class reading book was set, items of current affairs (discovery of ancient tombs/ artefacts). In this way the timeline and historical learning are personalised and rich in their coverage across the LEARN curriculum.

Pupils will learn History using a variety of sources which may include artefacts, photographs, stories, TV programmes, PowerPoint presentations or books (depending on the period studied and the resources available for that period of study).

Our lessons are based around 5 sections – please see below:

RETRIEVAL: review and activate knowledge/skills/vocab from previous lesson; previous series of lessons; previous linking of units, place learning in a wider context

HOOK: set the scene, provide the 'big picture', share learning objectives

EXPLICIT TEACHING & MODELLING: pupils receive new information; instruction/exposition (teaching) breaking down learning into small steps/modelling/scaffolding/sharing success criteria

INDEPENDENT PRACTICE & APPLY: pupils make sense of information, processing, understanding (learning)

PLENARY review information/learning

Depending upon each individual lesson, these will be implemented in a variety of orders.

Some features of our History curriculum include:

- thoroughness in knowledge-building, achieved through intricate coherence and tight sequencing.
- global and cultural breadth, embracing wide diversity across ethnicity, gender, region and community.
- rapid impact on literacy through systematic introduction and revisiting of new vocabulary.
- subject-specific disciplinary rigour, teaching pupils to interpret and argue, to advance and weigh claims, and to understand the distinctive ways in which subject traditions enquire and seek truth.
- well-told stories: beautifully written narratives and the nurture of teachers' own story-telling art.
- a highly inclusive approach secured partly through common knowledge (giving access to common language) and partly through thorough high-leverage teaching that is pacy, oral, interactive and fun.
- efficient use of lesson time, blending sharp pace, sustained practice and structured reflection.
- rapid improvement of teachers' teaching through systematic training in the Opening Worlds evidence-informed, high-leverage techniques.

Perhaps the most noticeable impact is that pupils can access the rich, extended text in the booklets because all new vocabulary is pre-taught and practised through blends of direct instruction, engaging story-telling and other activities.

Support for SEND

Weekly History lessons are inclusive to pupils with special educational needs and disabilities. Within the weekly History lesson, teachers have a responsibility to not only provide support for children with SEND but also activities that provide sufficient challenge for children who are high achievers. It is the teachers' responsibility to ensure that all children are challenged at a level appropriate to their ability.

Where appropriate, support and challenge can be given in a variety of ways specific to History. It is the teachers' responsibility to tailor resources to the needs of their children.

We support children with prior access of knowledge organisers to find key facts to use in their work. We provide opportunities to teach key vocabulary from the knowledge organiser to support the children's understanding of historical vocabulary. To cater to the needs of all pupils, staff may provide differentiated support in lessons. This is annotated onto the teacher's medium-term plans. It is important to extract relevant information from the knowledge organisers to support the achievement of the specific learning objective.

A pupil's English ability should not be a barrier to their historical knowledge and understanding. Therefore, we feel that at times it is necessary for pupil to verbalise their responses, have their work scribed when appropriate.

Children who have been identified as having gaps or misconceptions in their learning, may be subject to additional intervention to bridge gaps.

Supporting SEND areas of need in History

Cognition and Learning	Communication and Interaction
- Pre-teaching of subject vocabulary. - Pupils encouraged to explain what they have to do to check understanding. - Links to prior learning explicitly made via retrieval and recapping of previous knowledge. - Key learning points reviewed at appropriate times during and end of lesson by use of sticking knowledge and the learning map. - Diagrams and pictures to add meaning alongside text. - Provide – and teach use of – range of writing frames to aid organisation. - Cloze procedure exercises to vary writing tasks and demonstrate understanding.	- Rules of 'correct listening' are regularly displayed, taught and modelled. Pupils are aware of pre-arranged cues for active listening e.g. a 5 second hand signal/ countdown to stop what they are doing. - For some children, delivery of information may be slowed down and repeated. Instructions on how to do work may be broken down into smaller steps and supported by a teaching assistant. - TA's are used to effectively to explain and support pupils to ask and answer questions; this may be 1:1, in a small group or with the whole class. - Talk partners are used each lesson, to practise speaking and listening with peers. - Oracy activities are sometimes adopted in this lesson and they are evidenced with 'speak it' strips in our books.
Social, Emotional and Mental Health (SEMH)	Physical and Sensory
- Take time to find pupil's strengths and praise them. Ensure that the pupil has opportunities to succeed and maintain self-confidence. - Expectations of behaviour should be clear and consistent; clear targets are modelled and explained. - Opportunities are provided for kinaesthetic learning. - Children are placed in mixed ability groups to provide positive role models. - Where necessary, brain breaks are built into lessons.	- There is a clear organisation of the classroom to allow for free movement and access for all. - Consideration for lighting and seating arrangements. - Chairs and tables are of an appropriate height. - Oral presentations are used as an alternative to some written work. - Additional time is given when required to complete tasks. - Access is given to technology so that work can be typed.

Impact

The teaching of History at St James' will enable children to have a wider and deeper understanding of our place in time. It will equip them with a knowledge of key historical events from across the world and give them the cultural capital to be confident in the wider community and beyond.

Assessment and Reporting

We assess children's work in History by making informal judgements as we observe them during each history lesson.

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Teacher/pupil conversations about their ideas and understanding; facilitating and listening to discussions.
- Providing effective feedback to engage children with their learning and to provide opportunities for self-assessment.
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes.
- Analysing errors and picking up on misconceptions.

At the end of the unit, teachers deliver an assessment task to give children the opportunity to share their knowledge from that topic. Assessment for SEND children is bespoke to each individual child's needs and therefore will differ from child to child.

Classroom Support

Teaching Assistants and helpers are used in history to assist:

- In the classroom throughout the school by working with groups and individuals on task.
- In providing targeted and positive support to those pupils identified with difficulties.
- In providing other help, such as preparation of resources and display work.

Display

Teachers display the key vocabulary for their History topic on their class working walls as part of their History display. All classes have a 'Knowledge Organiser' displayed on the wall. Part of the working wall will include visual evidence of what the children will be learning – as part of ST James' school, our working walls are imperative for our children.

Monitoring

Monitoring of History is completed by the subject lead half termly. This can be found in the LEARN curriculum monitoring file. Any feedback from monitoring is shared to staff through E mails and one to one discussions.