



**Cledford Primary School and Gainsborough Primary & Nursery School**  
 A Federation of Cheshire East Primary Schools



**Cledford Primary School**

George VI Avenue, Middlewich, Cheshire, CW10 0DD  
 Telephone: 01606 663667  
 E mail: [admin@cledford.cheshire.sch.uk](mailto:admin@cledford.cheshire.sch.uk)  
 Website: [www.cledford.cheshire.sch.uk](http://www.cledford.cheshire.sch.uk)

**Gainsborough Primary & Nursery School**

Belgrave Road, Crewe, Cheshire, CW2 7NH  
 Telephone: 01270 696810  
 E mail: [admin@gainsborough.cheshire.sch.uk](mailto:admin@gainsborough.cheshire.sch.uk)  
 Website: [www.gainsboroughschool.co.uk](http://www.gainsboroughschool.co.uk)

Local Authority Code: 895  
 Establishment Number: 3821

Local Authority Code: 895  
 Establishment Number: 3810

School Principal: Mr C Adlington      Federation Headteacher: Mrs A J Booth      School Principal: Mrs J Nurse

# Federation Curriculum Policy - History

**Reviewed: October 2022**

**Signed:**

**Mrs J Sercombe** (Chair of Governing Board) .....

**Mrs AJ Booth** (Federation Headteacher) .....

**Mrs J Nurse** (School Principal GPNS) .....

**Mr C Adlington** (School Principal CPS) .....

Next Review Date: October 2024

**Contents:**

Statement of Intent, Implementation and Impact

1. Legal framework
2. Roles and responsibilities
3. Early years provision
4. The national curriculum
5. Cross-curricular links
6. Teaching and learning/Pedagogy (including marking/feedback)
7. Planning
8. Assessment and reporting
9. Resources
10. Inclusion/Equal opportunities
11. Staff development
12. Monitoring and review

*National Curriculum Programme of study and long term plans as appendices*

## Statement of Intent, Implementation and Impact

Our broad and balanced curriculum is bespoke to our pupils and to the community in which they live. Using a sequential approach to learning, children build on previous historical knowledge and skills.

Recognising the importance of enriching our pupil's vocabulary, pupils are introduced to topic specific language, given opportunities to use this new historical language and recap it in future lessons.

Our teaching equips pupils with knowledge about the past and how it has impacted the world around them and prepares them for the next stage of their education.

Through a variety of teaching styles, children find out about significant historical figures, prehistoric times and the impact of invaders and settlers. From EYFS, the children build and develop an understanding of chronology and significant historic events.

Through the teaching of history, **Gainsborough Primary & Nursery School and Cledford Primary School** aim to:

- help pupils develop a chronologically secure knowledge and understanding of local, British and world history and using a wide vocabulary of everyday historical terms, note connections, contrasts and trends over time
- teach pupils where the people and events they study fit within a chronological framework and using common historical words and phrases, identify similarities and differences between ways of life in different periods
- inspire pupils' curiosity and interest in the past so they ask historically valid questions that stretch their knowledge and understanding.
- show our children that knowledge of the past is constructed from a range of sources and encourage the use of artefacts, documents and resources so the children can find answers to their questions and reflect on their new learning.
- encourage children to reflect on cause and consequences and create their own viewpoint once a sound knowledge of a topic has been acquired.

Our **curriculum plans in history are clear on what end points the pupils are working towards** and what pupils will need to be able to know and do at those end points.

The history curriculum is **planned and sequenced** so that new knowledge and skills build on what has been taught before, and towards defined end points.

The history curriculum **reflects the children's locality and wider area.**

The history curriculum is **broad and creatively linked to other subjects, with an emphasis on English and oracy skills.**

**Disadvantaged pupils or pupils with SEND are supported to access the same broad and challenging curriculum as all pupils.**

Teachers have **expert knowledge** of history and, where they do not, they are supported to address any gaps so that pupils are not disadvantaged.

Teachers enable pupils to understand and embed in long term memory, **key concepts** in history, presenting information clearly and promoting appropriate discussion. Teachers check pupils' **understanding** effectively, identifying and correcting misunderstandings.

Teachers use **assessment** effectively to check pupils' understanding in order to inform their teaching and further planning; this helps pupils to **embed and connect** knowledge fluently and to further develop their learning and skills.

## 1. Legal Framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2013) 'National curriculum in England: history programmes of study'
- DfE (2017) 'Statutory framework for the early years foundation stage'

## 2. Roles and Responsibilities

2.1. The **history subject leader** is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of history, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all history resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessment.
- Advising on the contribution of history to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of history in subsequent years.

2.2. Classroom teachers are responsible for:

- Working in accordance with this policy.
- Ensuring progression of pupils' historical skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the **history subject leader** about key topics, resources and supporting individual pupils.
- Monitoring the progress of pupils in their class termly and reporting this to parents on an **annual** basis.
- Reporting any concerns regarding the teaching of the subject to the **history subject leader** or a member of the **SLT**.

- Undertaking any training that is necessary in order to effectively teach the subject.
- Ensuring that history vocabulary is taught, understood and used in context by children .

### **3. Early Years Provision**

- 3.1. Activities and experiences for pupils will be based on the seven areas of learning and development, as outlined in the DfE's 'Statutory framework for the early years foundation stage'.
- 3.2. Provision for early years pupils focusses on four specific areas:
  - Literacy
  - Maths
  - Understanding the world
  - Expressive arts and design
- 3.3. All activities will adhere to the objectives set out in the framework.
- 3.4. In particular, history-based activities will be used to develop pupils' understanding of the world.

### **4. The National Curriculum**

- 4.1. The national curriculum is followed and provides a full breakdown of the statutory content to be taught within each unit.

#### **KS1 Objectives**

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Guy Fawkes, Grace Darling, The Wright Brothers, Rosa Parks]
- historical events, people and places in their own locality.

#### **KS2 Objectives**

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – Mayan civilization c. AD 900

## **5. Cross-curricular links**

5.1. Wherever possible, the history curriculum will provide opportunities to establish links with other curriculum areas.

### **5.2. English**

- Pupils are encouraged to use their oracy skills to describe what is happening.
- Pupils' writing skills are developed through recording findings and creating reports.
- Pupils' vocabulary is developed through the use and understanding of specialist terminology.
- Pupils' reading skills are used to develop their historical knowledge.

### **5.3. Maths**

- Pupils use their knowledge and understanding of measurement and data handling.
- Where appropriate, pupils record findings using charts, tables and graphs.
- Pupils use data analysis in order to identify patterns.

### **5.4. Science**

- Pupils use their knowledge materials and their properties to analyse how artefacts have been preserved.
- Pupils learn about historical figures who have contributed the advancements of science.

### **5.5. Computing**

- ICT will be used to enhance pupils' learning.
- Pupils will use ICT to locate and research information.
- ICT will be used to record findings, using text, data and tables.

### **5.6. Spiritual development**

- Pupils' development will be focussed on the understanding of the impact that previous events have had on us today and that they themselves are shaping the course of history for future generations.
- Pupils are encouraged to think about the effect of humans actions on life today.
- Current historical developments and issues will be discussed in the classroom, where appropriate – major world events that will leave a legacy.

## **6. Teaching and Learning (Pedagogy)**

6.1. Pupils will be taught to describe key characteristics and associated processes in common language, as well as understand and use technical terminology and specialist vocabulary.

6.2. Pupils will undertake independent work, and have the opportunity to work in groups and discuss work with their peers.

6.3. Lessons will allow for a wide range of historical, enquiry-based research activities, including the following:

- Questioning, predicting and interpreting

- Pattern seeking
  - Practical experiences
  - Collaborative work
  - Role-play and discussions
  - Problem-solving activities
  - Classifying and grouping
  - Researching using secondary sources
- 6.4. Lessons will involve the use of a variety of sources, including maps, artefacts, key pictures/photographs, diary entries, newspaper and video extracts.
- 6.5. The classroom teacher, in collaboration with the **history subject leader**, will ensure that the needs of all pupils are met by:
- Setting tasks which can have a variety of responses.
  - Providing resources of differing complexity according to the ability of pupils.
  - Setting tasks of varying difficulty depending on the ability group.
  - Utilising support staff to ensure that pupils are challenged and can work effectively.
- 6.6. Opportunities for outdoor learning and practical work will be provided wherever possible, such as investigating the local environment.
- 6.7. Each year group will have the opportunity to undertake an external educational visit, which is history based.

## **6.8. Feedback**

Feedback should:

- redirect and focus either the teachers' or the learners' actions to achieve a goal
- be specific accurate and clear
- encourage and support further effort
- inform future planning, ensuring continuity, progression and appropriatedifferentiation
- be given sparingly so that it is meaningful
- put the onus on students to correct their own mistakes, rather than providing correct answers for them
- alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons
- encourage children to take responsibility for improving their own learning by self assessment and peer assessment
- ultimately be seen by pupils as a positive approach to improving their learning

## **7. Planning**

- 7.1. All relevant staff members are briefed on the school's planning procedures as part of staff training.
- 7.2. Throughout the school, history is taught as a discrete lesson and as part of cross-curricular themes when appropriate.
- 7.3. Teachers will use the key learning content in the DfE's statutory guidance 'National curriculum in England: history programmes of study'.



- 7.4. Lesson plans will demonstrate a balance of interactive elements used in teaching, ensuring that all pupils engage with their learning.
- 7.5. Long-term planning overviews are used to outline the units to be taught within each year group.
- 7.6. Medium-term planning are used to outline the vocabulary and skills that will be taught in each unit of work, as well as highlighting the opportunities for assessment.
- 7.7. Medium-term plans will identify learning objectives, main learning activities and differentiation.
- 7.8. Medium-term plans will be shared with the **history subject leader** to ensure there is progression between years.
- 7.9. All lessons will have clear learning objectives, which are shared and reviewed with pupils.

## **8. Assessment and Reporting**

- 8.1. Pupils will be assessed, and their progression recorded, in line with the school's **Assessment Policy**. Assessing children's learning in history enables teachers to identify pupils' retention of knowledge and next steps.
- 8.2. Assessment for learning takes place in each lesson. This may take the form of a quick oral recap activity (see agreed school pedagogy for teaching and learning) or a short recorded task. All tasks are quick and pacy as new learning is the priority.
- 8.3. Assessment will be undertaken in various forms, including the following:
  - Talking to pupils and asking questions
  - Discussing pupils' work with them
  - Marking work against the learning objectives
  - Specific assignments for individual pupils
  - Observing practical tasks and activities
  - Pupils' self-evaluation of their work
  - Classroom tests and formal exams
- 8.4. In terms of summative assessments, the results of end of unit/topic assessments will be passed to relevant members of staff, such as the pupil's future teacher, in order to demonstrate where learners are at a given point in time.
- 8.5. Parents will be provided with a written report about their child's progress during the spring term every year. These will include information on the pupil's attainment, progress and attitude towards history.
- 8.6. Verbal reports will be provided at parent-teacher interviews during the autumn and summer terms.
- 8.7. Pupils with SEND will be monitored by the SENDCO, and the appropriate support will be put in place.

## **9. Resources**

9.1 There is a range of resources to support the teaching of history across the school including a range of historical sources, such as: pictures/photographs, videos and artefacts.

9.2 Teachers have access to the education library service and can order a wide range of books and resources for each area of learning.

9.3 Children have access to the internet through computers, laptops, ipads and interactive whiteboards.

## **10. Equal Opportunities & Inclusion**

10.1 We are committed to giving all of our children every opportunity to achieve excellence. We do this by taking account of pupils' varied life experiences and needs.

10.2 Our curriculum is broad and balanced and we have high expectations of all children.

10.3 The achievements, attitudes and well-being of all our children matter, regardless of ethnicity, attainment, age, disability, gender or background.

10.4 We actively seek to remove barriers to learning and participation that have the potential to hinder or exclude individuals or groups of children.

10.5 Equality of opportunity must be a reality for our children and we ensure this through the attention we pay to the different groups of children within our school:

- girls and boys;
- minority ethnic and faith groups;
- children for whom English is an additional language;
- children with special educational needs and disabilities.

## **11. Staff Development**

11.1 Teachers are expected to have good, up to date subject knowledge and to use the materials that are available to them in order to promote the best outcomes for children.

11.2 Training needs are identified as part of our whole school monitoring and evaluation, performance management/appraisal and induction programmes. These needs are reflected in the School Development Plan.

11.3 Ongoing coaching is given, where needed, throughout the year by subject leaders and SLT.

11.4 Staff have the opportunity to observe their colleagues teach as part of an informal coaching programme.

11.5 Subject leaders arrange for relevant advice, resources and information, for example feedback from training, to be disseminated appropriately with colleagues.

11.6 Where necessary, in conjunction with the SLT and in order to secure outstanding subject knowledge, subject leaders lead or organise training for colleagues.

## 12. Monitoring and Review

- 12.1. This policy will be reviewed on an **annual** basis by the **history subject leader**.
- 12.2. The **history subject leader** will monitor teaching and learning in the subject at the school, ensuring that the content of the national curriculum is covered across all phases of pupils' education.
- 12.3. Any changes made to this policy will be communicated to all teaching staff.
- 12.4. The next scheduled review date of this policy is **October 2024**.

**This policy operates in conjunction with the following school policies:**

- Special Educational Needs and Disabilities (SEND) Policy
- Feedback Policy
- Assessment Policy
- eSafety Policy
- Equal Opportunities Policy