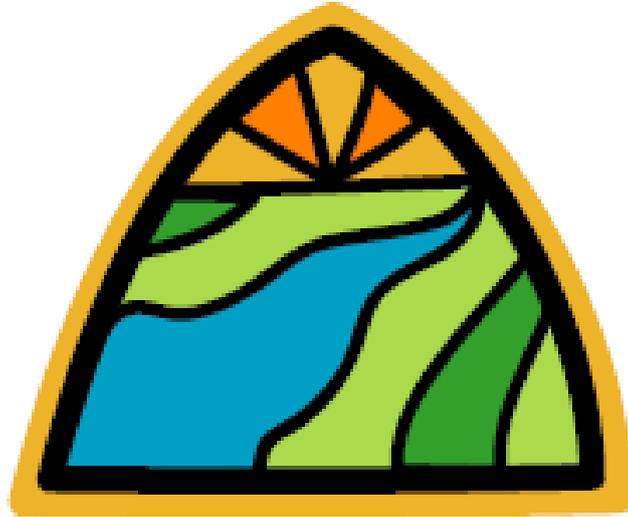


# History Policy



## Cranbrook Primary School

*Our Children Today,  
Our Future Tomorrow*

**Updated Summer 2022**

**Review date Summer 2023**

## Our School Vision

Ensure equity for all to address social disadvantage



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## Our Mission Statement

An ambitious, inclusive and broad curriculum that develops essential skills and knowledge for lifelong essential skills and knowledge to achieve academic and personal success

## Our School Values

Equality, Respect, Resilience and Kindness

These values are regularly referred to in discussion with our pupils and validated through the Art curriculum. By doing this we aim to create an ethos and culture that nurtures talent and encourages our pupils and staff to aim high for themselves and each other.

## Curriculum Drivers

These drivers underpin our teaching across the curriculum and prepare children for the challenges and opportunities of the modern world.

### Widening Horizons

Aspirations  
Ambition  
Curriculum enrichment  
Cultural capital

### Global Identity and Responsibility

Race and equity  
British values  
Global, local community issues  
Decolonisation of learning

### Confident Communicators

Articulate speakers  
Passionate readers  
Social skills  
High level vocabulary



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## HISTORY INTENT

The history curriculum at Cranbrook aims to widen pupil's historical knowledge, skills and vocabulary, which in turn ensures that they become confident communicators. We aim to enrich our pupils learning by providing them with experiences and the cultural capital to become skilled Historians. We enable our pupils to understand the complexity of people's lives and the process of change. We ensure they gain deep insight into the diversity of societies in the past and relationships between different groups, as well as their own identity and the challenges of the present time. We provide an exciting, memorable, enriched curriculum that allows pupils to revisit and transfer skills. In response to the diverse needs of our community, our History curriculum is designed to be inclusive allowing learners to acquire skills to succeed in life.

## IMPLEMENTATION

History is based on the National Curriculum Programmes of Study for History. We are guided by the Essentials Curriculum which takes the 'threshold concepts' for History i.e. to understand chronology, world history, communicate and to interpret history. The 'knowledge categories' within these, such as location and artefacts help us to plan and deliver our teaching. These are introduced to the children at the beginning of a new unit as well as each lesson in order to assess knowledge of prior learning and to enable them to apply these skills and knowledge to the new context.

We use a 'Big Question' in History to engage the children, enabling them to build their learning in relation to this area. Throughout the topic the children build on the skills and knowledge in order to answer the question. During each lesson children clearly know where they are in their learning journey so that they can see the progression of their Historical learning for themselves.

Our History curriculum offers all children a range of new experiences that enhance their cultural capital, narrowing therefore narrowing the gap between children of different abilities, backgrounds which in turn widens their horizons.

We help them to explore History from the classroom, using high quality teaching and the latest technology, to bring History to life. We ensure that the children learn through practical, hands-on experience that embed deeper learning. We also provide them with access to rich educational visits that broaden their minds. This includes opportunities to visit the local area and outdoor learning.

- They are exposed to key Historical terms that enrich their vocabulary and allow them to express themselves accurately and eloquently. Children encouraged to use the vocabulary in explaining ideas and what they have learnt.
- Our History curriculum sets high expectations of the children and provides opportunities to investigate and interpret the past, build an overview of world History, understand the concept of chronology and be able to communicate historically.



The sequencing of the history curriculum means that learning is revisited, pupils build on previous skills and knowledge that they have been taught before, thereby transferring key knowledge into their long term memory.

## IMPACT

- This will allow pupil to become independent, life-long learners and enable them to navigate the world with confidence and curiosity.
- We ensure that our over-arching topics integrate fully across all subjects in the curriculum, to support the children's deeper understanding of the historical context.
- The children are given the opportunities to apply the important skills, such as investigating, proving and explaining that they have developed widely in English and Maths lessons, through their History investigation and are expected to question what they are exposed to.
- Our children are assisted to become powerful communicators, who are able to express their inquisitiveness and present their extensive learning in a multitude of ways. They feel safe to express their cultural identity.
- The Beginning, Advancing, Deep approach from 'Essential Skills' is used for differentiation. History Lessons are planned to ensure there is depth and challenge for pupils to reach their full potential, taking account of their starting points – but also to cater to the needs of those that require additional support through personalised learning.
- History is assessed, through low stake quizzes which allow children to answer a series of questions based on the learning that took place. These quizzes identify the children's knowledge and understanding. Once the data from the assessment is collated, we use the information given to inform our memory tasks, ensuring that all identified gaps are addressed. Learning is most effective with spaced repetition. Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

## TEACHING AND LEARNING STYLE

We recognize the fact that all classes in our school have children of widely differing abilities and cultural backgrounds, and so we provide suitable learning opportunities for all children by ensuring each and every child can access the learning by using the following strategies:

### TEACHING STRATEGIES

- A range of teaching strategies to enthuse and engage all types of learners, including the Visual, Auditory and Kinesthetic learner.
- A balance of imparting knowledge and independent research involving the use of the library and the internet.
- Whole class lessons, individual, paired and group work.
- Role play, hot seating and other drama activities.
- Cross curricular activities.



- Visitors to school.
- Visits out of school.
- A range of suitable resources and materials.
- Practical and hands on activities.

History teaching should develop the following skills:

- An understanding of chronology.
- Knowledge and understanding of events, people and changes in the past.
- How history is interpreted.
- Different methods of enquiry.
- How ideas are organized and interpreted.
- Questioning Skills.
- Life skills
- Resilience and wellbeing.
- setting common tasks which are open-ended and can have a variety of responses;
- providing opportunities for practical, hands-on learning as well as more formal written outcomes;

Incorporating cross curricula links with other subjects in order to further deepen the children's learning whilst simultaneously developing their reading, writing and vocabulary skills;

- setting tasks of increasing difficulty (we do not expect all children to complete all tasks); grouping the children by ability in the room and setting differentiated tasks for each ability group;
- providing resources of different complexity, adapted to the ability of the child;
- Using classroom assistants to support the work of individuals or groups of children.

We organize visits to local places of historical importance and invite theatrical groups to come into school and bring key learning to life for the children.

### STRATEGIES FOR TEACHING HISTORY

History is taught through class and discussion, written works, sharing of experiences, lifestyles, practical activities such as , drama, visits to places of interest in the local area, exploration of artefacts, songs, research in books and online, videos and visitors to the school.



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## BLENDED LEARNING/COVID

In the result of any child having to isolate, Cranbrook offers blended learning approach in order for the children to continue with the History curriculum. Children will be taught through a combination of live lessons on Teams, independent tasks, as well as through educational links available on the school website such as Oak National

Academy videos and BBC Bitesize activities specifically chosen by their teachers to support their learning. The various losses that the children have suffered due to COVID are addressed in History through Chris Quigley's essentials curriculum. This is done by highlighting **threshold concepts** and **knowledge categories** at the beginning of a new unit of work and each lesson, to assess knowledge of prior learning and to set up the application of knowledge and skills to new contexts.

## CROSS-CURRICULAR LEARNING

Our aim is to make cross curricular links between History and other subjects, wherever appropriate. Children will be given the opportunity to learn about history in different ways. Therefore producing quality pieces of work through other subjects such as English, ICT, music and Art.

## HISTORY AND INFORMATION COMMUNICATIONS TECHNOLOGY (ICT)

ICT is used as much as possible in History lessons to allow the children to have access to the latest technology in order to bring learning to life. Children can explore 3D artefacts, online museums, e-books, VR technology interactive games and much more. The children can independently explore, select and analyse information using the school iPads and laptops and can also use ICT to analyse, change and evaluate their work to improve and make better.

## FOUNDATION STAGE

All children at Cranbrook experience History lessons, including those in the Nursery and Reception classes which form our Foundation stage. We relate the History aspects of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. Many of these fall within Understanding of the World.

## EQUAL OPPORTUNITIES (INCLUSION)

At Cranbrook, History is inclusive to all children irrelevant of their ability or back ground. The teaching of History is a vital part of our school curriculum policy, which states that we provide a broad and balanced education for all our children. We aim to meet the needs of all children whilst learning about history through planned differentiation and resources. This will take into account the need to adapt lessons to account for children's different learning styles, especially those to whom English is an additional language, children with Specific Special Educational Needs and Disabilities and the Gifted and Talented pupils.

## RACE AND EQUITY

Within our History curriculum we are on an exciting journey to 'decolonise' and break down systemic racism and guarantee that children know, understand and believe that their cultural heritage is valued in History. We have



adapted the curriculum to our children's backgrounds ensuring that multi-cultural links are made as much as possible, that stereotypes are rejected and diversity is celebrated, for example we have included a focus on teaching a range of History inclusive of all backgrounds and importantly questioning the actions of our predecessors. In addition, the children's backgrounds are represented and celebrated through a range of resources, materials and links, so that Black, Asian and European pupils recognise and relate to their own heritage.

## ASSESSMENT

We plan work and set tasks that are matched against the expectations in the National Curriculum, guided by Chris Quigley's Essentials Curriculum to ensure that we are enabling pupils to make consistent progress. When marking History, teachers must refer to the school's marking policy. As well as assessment of the children's learning during each lesson, we also set a 'low stake' quiz at the end of each half term to assess their skills and knowledge of a topic and to address any gaps or misconceptions. Areas that are identified are then revisited through memory tasks and planned into subsequent lessons to ensure these are addressed.

## HEALTH AND SAFETY

Where artefacts are introduced children and teachers alike should be mindful about safe and careful handling. When educational visits are arranged all necessary Risk Assessments must be completed via EVOLVE, the year group team oversees the risk assessments in conjunction with the Health and Safety team. The use of ICT in History lessons must strictly adhere to the school's E-Safety policy ensuring that the children are protected when using the internet.

## RESOURCES

Children have access to a wide range of resources and artefacts which enable them to experience engaging, hands-on History lessons. They are available in an easily accessible location for teachers, as well as based directly in classrooms and in year groups.

## VOCABULARY

A limited and essential number of 'Super6' vocabulary is taught in each History lesson. These words are displayed on working walls and on 'tier pyramids' to encourage retention and recall. Through the use of tier 2 ambitious vocabulary and tier 3 technical vocabulary, children are equipped to debate, discuss and articulate their thoughts about their Historical learning with clarity, thus preparing them for their future successes.

## MONITORING

The purpose of monitoring in History is to evaluate the school's provision and work in collaboration with all staff, who have a role in teaching and learning, to develop their practice in order to continually improve outcomes for our pupils in relation to standards, as well as pupil voice and well-being.



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The History leads will undertake monitoring activities throughout the year in an ongoing way. Feedback will be provided, both written and verbal and shared in a transparent way through team meetings and conversations with individuals. Support and development is provided to staff in order to raise standards.



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