

Intent

At Cedar Hall we are committed to providing history education which is fully accessible for every pupil. Our aims are to fulfil the requirements of the National Curriculum, providing a broad, balanced and differentiated curriculum; ensuring the progressive development of historical concepts, knowledge and skills; and for the pupils to develop a love for history. We aim to inspire in pupils a curiosity and fascination about history that will remain with them for the rest of their lives. An exciting history curriculum will help pupils gain some knowledge and understanding of Britain's past and that of the wider world. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment.

History is about real people who lived and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships. History fires the pupil's curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values. In history, pupils find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view – skills that are prized in adult life.

Aims:

- To encourage a curiosity and understanding of events, places and people in a variety of times and environments
- To develop an appreciation of human achievements and aspirations
- To understand the values of our society

- To learn about the major issues and events in the history of our own country and of the world
- To develop a knowledge of chronology within which the children can organise their understanding of the past
- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours
- To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials
- To distinguish between historical facts and the interpretation of those facts
- To understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial

Implementation

To ensure high standards of teaching and learning in history, at Cedar Hall we implement a curriculum that is progressive throughout the whole school. It is carefully planned over a two year cycle to engage and excite all our pupils. Our long-term and medium-term plans map out the skills and themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. Throughout the school pupils undertake a broad and balanced programme that takes account of their wide range of abilities, aptitudes and physical, emotional and intellectual development. Through history the pupils learn a range of skills, concepts, attitudes and methods of working. The curriculum is led and overseen by the history lead which will include a regular programme of monitoring, evaluation and review. A celebration of good practice will contribute to the ongoing commitment to evolve and improve further.

History is taught to our less able pupils as an integral part of the topic work through child-initiated and adult led activities. The pupils are given

the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. History makes a significant contribution to developing a pupil's understanding of the world through activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives. Topics covered allow the pupils to learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They listen and respond to stories, using sources of information to help them ask and answer questions. They learn how the past is different from the present.

Our more able pupils learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

The school uses a variety of teaching and learning styles in history lessons. Our principal aim is to develop the pupil's knowledge, skills and understanding in history and we use a variety of teaching and learning styles in our history lessons. Whole-class teaching methods are combined with small group research, discussion and practical tasks. We believe pupils learn best when:

- They have access to, and are able to handle artefacts
- They go on visits to museums and places of interest
- They have access to secondary sources such as books and photographs
- Visitors talk about personal experiences of the past
- They listen to and interact with stories from the past
- They undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives

- They use drama and dance to act out historical events
- They are shown, or use independently, resources from the internet and videos
- They are able to use non-fiction books for research
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.

We recognise the fact that we have pupils of differing ability in all our classes, and so we provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the pupil. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

Impact

Within history, we strive to create a supportive and collaborative ethos for learning by providing investigative, practical and enquiry based learning opportunities.

Our history curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work.

We measure the impact of our curriculum through the following methods:

- Assessing pupil's understanding of topic linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the pupil's practical learning.

- Moderation staff meetings where pupil's work is scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- History reporting in annual EHCP reviews.
- Marking of written work in topic folders and verbal feedback given to all pupils.