



History Policy

(Part of 'The World' school curriculum area)

Subject Leader: Sarah Threlkeld-Brown and 'The World' curriculum area team

Policy reviewed: September 2021

Next review: September 2022

Clifton's Curriculum Compass

The Clifton Learner

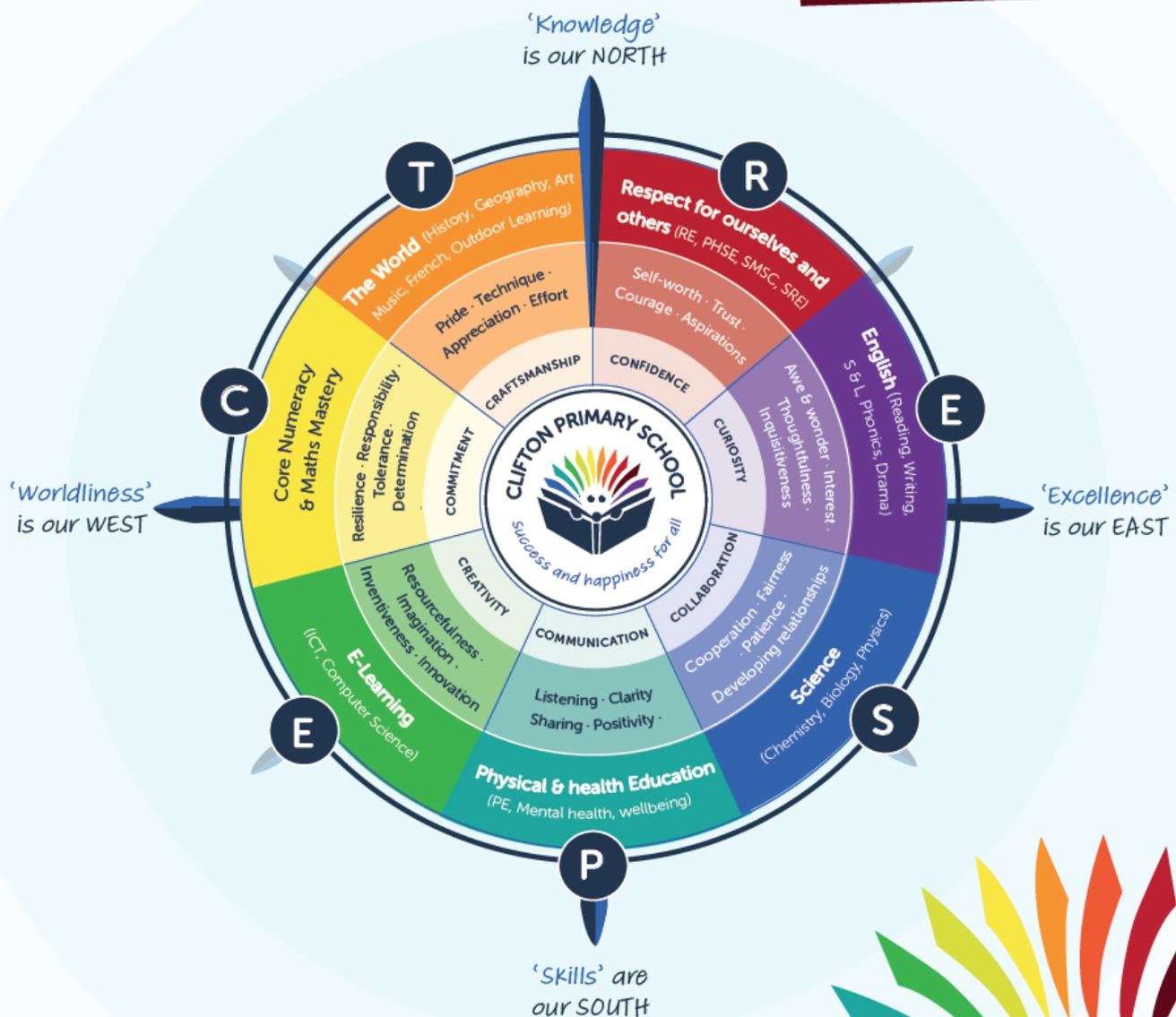
At Clifton Primary School the curriculum is designed to promote "Success and Happiness for All": recognising children's prior learning; providing first hand learning experiences; allowing the children to develop communication and collaborative skills; building commitment and excellence and become creative, curious, confident learners.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of knowledge, skills, values and experiences.

We constantly provide enhancement opportunities to engage learning and believe that childhood should be a happy and investigative time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

Our school values

'The Seven Cs of Clifton', have been chosen to underpin everything we do as we endeavour to promote positive attitudes to learning which reflect these values and the skills that we believe are needed to promote responsibility for learning and future, life-long success.



Each child undertakes learning with **RESPECT** to ensure they learn with Consideration, Empathy, Care and Friendship.



Clifton's Curriculum Intent:

At Clifton Primary School the curriculum is designed to promote "Success and Happiness for All": recognising children's prior learning; providing first hand learning experiences; allowing the children to develop communication and collaborative skills; building commitment and excellence and become creative, curious, confident learners.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of knowledge, skills, worldliness and excellence (see below). We constantly provide enhancement opportunities to engage learning and believe that childhood should be a happy and investigative time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge. Our school values: 'The Seven Cs of Clifton', have been chosen to underpin everything we do as we endeavour to promote positive attitudes to learning which reflect these values and skills which we believe are needed to promote responsibility for

'RESPECT' areas of learning		Subject specific areas
R	Respect for ourselves and others	RE, PHSE, SMSC, SRE
E	English	Reading, Writing, S & L, Phonics, Drama
S	Science	Chemistry, Biology, Physics
P	Physical and Health Education	PE, Mental health and wellbeing
E	E - learning	ICT, Computer Science
C	Core Numeracy and Maths Mastery	Core Numeracy, Maths Mastery
T	The World	History, Geography, Art, Music, French, Outdoor Learning

learning and future, life-long success. Our whole curriculum is built on '**RESPECT**':

We believe learning is a journey and to keep our learning 'on course' we use the 'Clifton Curriculum Compass'. These four 'drivers' or points on the compass direct our overarching curriculum and everything within it:

'Knowledge' is our NORTH

Children's acquisition of knowledge and vocabulary is developed rigorously and over time, in order for children to retain and use – research suggests that the knowledge and vocabulary children 'own' has a significant impact on their future life-chances.

'Skills' are our SOUTH

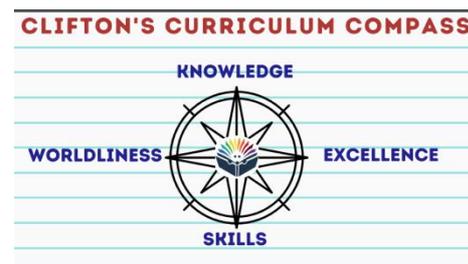
As Guy Claxton and Bill Lucas stated in 'Education Ruby' (2014), "*Bluntly, you can teach the Tudors in a way that develops the habits of independence, imagination, empathy and debate; or you can teach them in a way that develops passivity, compliance, credulity and memorisation.*" (p.76) Hence our values are 'The Seven 'Cs' of Clifton': **Communication; Collaboration; Confidence; Commitment; Creativity; Curiosity; Craftsmanship.**

'Excellence' is our EAST

Our curriculum is underpinned by excellence. We have high expectations and aspirations for all of our children and, in doing so, we expect the highest quality of learning design and the highest quality of learning produced. These expectations are delivered and reinforced daily through adult modelling, peer learning and celebrating successes. 'Clif' our 'Hedgehog of Excellence' regularly visits classrooms to see success and high expectations 'in action'.

'Worldliness' is our WEST

Experiential learning, be it our school's unique 'Outdoor Learning program', visits, visitors, working with the local community ...are at the heart of our curriculum in order for our children: to develop their thirst for new learning and experiences; to experience 'awe and wonder' , and to widen their own personal 'cultural capital'. We want children to enhance their knowledge and experiences of the world and their place



within it and how they can all contribute as valuable and respectful 21st century citizens. The children of today are the adults of tomorrow. The children of our school are our future.

Philosophy of our History teaching:

History teaching at Clifton Primary School aims to stimulate the children's interest and inspire them to understand the History of Britain and the wider world, including the lives of significant historical figures and cultures from the past. We teach children a sense of chronology, which is built upon each year, and through this they develop a feeling of identity and a cultural understanding based on their historical heritage. In this way they learn to value their own and other people's cultures in modern, multicultural Britain and by considering how people lived in the past, they are better equipped to make their own life choices today. Our History is discovered through investigation, critical thinking and questioning that enables children to develop the skills of enquiry, analysis, interpretation and problem-solving. Through engaging teaching and supportive resources, we encourage curiosity and discovery, which enables children to understand how events in the past have influenced our lives today. We also enhance the children's historical understanding through engaging and informative trips, which are closely linked to our historically rich local area.

Aims:

The aims of teaching history in our school are:

- To inspire pupils' curiosity to discover more about the past and to develop an understanding that enables them to enjoy all that history has to offer;
- To enable children to know about significant events in British history and to appreciate how things have changed over time;
- To study the lives of significant historical figures and how they have influenced Britain and the wider world through their achievements
- To develop a sense of chronology;
- To understand how Britain is part of a wider European culture and to study some aspects of European history;
- To have some knowledge and understanding of historical development in the wider world;
- To help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- Use local history to make connections between and understand regional, national and international History;
- To develop in children the skills of enquiry, investigation, analysis, evaluation, debate, interpretation, problem solving and presentation;
- To foster high expectations in children's ability to apply their English and Maths skills and explore purposeful cross curricular links; particularly through their own structured accounts, including written narratives and analyses;

- Through the teaching of History, teachers will look to encourage pupils' Spiritual, Moral, Social and Cultural development as well as promoting British values and the 'Seven Cs of Clifton' School Values and Learning Values.

Curriculum Outline:

Foundation Stage

In the Foundation Stage, the learning and development of History is taught through the activities and experiences provided in the *understanding of the world* area of learning from the early years foundation stage framework. The knowledge, skills and understanding which children should have gained by the end of the Foundation Stage are laid out in the early learning goals. These experiences and skills prepare the children for work in Y1 onwards.

Key Stage 1 and 2

The framework for Clifton's History curriculum is drawn from the programmes of study for Key Stages 1 and 2 of the national curriculum. Clifton's long term planning lays out when different units of work will be taught across the year (these run in two year cycles because of our mixed age classes); these have been developed to support purposeful cross curricular links. A detailed progression map for how knowledge and skills in History are developed at Clifton supports planning and ongoing assessment.

Our complete curriculum can be found at: <http://www.clifton.cumbria.sch.uk/our-clifton-curriculum/>

Assessment, Recording and Reporting

We assess the children's work in History through observation, questioning, discussion, cumulative low-stakes quizzing, and evaluating children's work. Teachers monitor progress made by children against the learning within and across their lessons. Our curriculum has been devised so that it is accessible for all with adaptations made to planning to meet the needs and abilities of all learners, including more able pupils.

In History, teachers assess the children's attainment against age related expectations in line with the school's criteria. Parents/carers receive information about this in parents' meetings and end of year reports.

Resources:

At Clifton Primary School, a variety of History resources are used across the school.

- We are proud to use our local area as a resource for many historical visits that take place throughout the year and across the Key Stages.
- Within individual classes, many non-fiction and fiction books are available, linked to each History topic as well as the use of the Cumbria Library Service 'book box' scheme.
- Replica artefacts can also be found within our classrooms.

Timelines can be found in each classroom that are referred to and added to as each year progresses. Prior learning can easily be retrieved by the use of visual and written aides that are

added to the class timeline as the learning and years progress.

The History subject leader and team maintains the History resources and monitors their use. Resources are purchased and replaced by the subject leader in accordance with the school ordering procedures. The list of resources is examined each year before requisitions are made. All staff may request or suggest resource items they feel would be useful for a History unit of work.

Health and Safety:

Health and safety has a high priority in our school and children are taught how to use resources safely. Where relevant, risk assessments are written such as for school trips, food preparation, handling tools, etc.

Paediatric first aiders are within each classroom.

Monitoring and review:

The monitoring of pupils' work and planning is the responsibility of the History subject leader and team. They are also responsible for supporting planning and providing or sourcing training needs as required. This policy is reviewed regularly by the subject leader and governors, taking account of changes in the National Curriculum and in staff practices.

Linked policies:

Teaching and Learning Policy

Feedback Policy

Equal Opportunities Policy

Inclusion Policy

