



At Grange view we let our light shine, always sparkle and strive to achieve our God given potential.

Let your light shine brightly before others.

Matthew 5:16



Our Ethos

The children are living a Christian life where they aim to flourish and thrive, thinking about our core Christian Values; Friendship, Trust, Forgiveness, Respect and Wisdom to become lifelong learners.

Our Aims

- To provide a stimulating and secure environment, inclusive of children from all faiths and cultures.
- To provide an engaging, meaningful and relevant curriculum that equips all learners with the necessary skills for their educational journey.
- To value all individuals and support them to reach full potential and create an atmosphere of equal opportunity where expectations are high.
- To grow caring citizens who value the world we live in and celebrate moments of awe and wonder.
- To offer opportunities for collective reflections and inspire spiritual development that shape daily lives.
- To help the children to form values which will allow them to make moral choices throughout their lives, not just during their school years.
- To work in partnership between home, school, church and the wider community.

HISTORY POLICY

1.Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

2. Roles and responsibilities

2.1 The governing body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

2.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum

- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

2.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

3. Organisation and planning

3.1 Our Intent: Why our curriculum looks like this:

As part of our history education, we intend for our pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world. We will stimulate our pupil's curiosity in wanting to know more about the past, learn to ask perceptive questions, think critically, weigh evidence, sift arguments and make judgements. Developing these abilities will give our pupils life-skills that will remain with them throughout their education and helping all to strive and achieve.

Our intention is that history will support all elements of the curriculum by teaching transferable skills across all subjects and will engage pupils and enrich their experiences in school. Not only do we want pupils to have a strong content knowledge of historical events, but know and remember more using key vocabulary.

3.2 Planning and skills progression:

Our curriculum planning follows a two year rolling cycle to accommodate the mixed key stage topic plans. The topics have been chosen based on the new curriculum and ensuring the themes are engaging and interesting to the pupils and that the topic is enhanced by the historical learning.

History is the focus for some of the terms and has been mapped out to ensure that all areas of the curriculum are covered on a yearly cycle and have been sequenced methodically so that they support and enhance the curriculum topic being taught whilst building on previous knowledge and skills.

Our progression of skills has been created as a staff to ensure we are all confident in the expectations and key skills needed to be achieved by the end of the year for our pupils.

This allows for effective progression of knowledge, understanding and skills to take place throughout the school, with learning well matched to the pupil's age and attainment.

3.3 Pedagogical Choices :

- Using a range of mediums such as videos, maps, photos and real documents to assist their learning and use of secondary sources

- Matching it to a Historical context to bring the learning alive
- Opportunities for partner discussion and collaborative working
- Use of word power to build awareness and confidence with tier three subject vocabulary

3.4 Subject Spotlights:

At Grange View we like to give every subject it's chance to shine. With History there is a specific week throughout the year to promote the subject.

Local Heritage Week (July)

As we look to become a Heritage School through Heritage England, we plan to have a 'Local History' week in July each year in which we look at our local area of Widdrington.

3.5 Assessment:

Throughout each unit of learning a series of assessment for learning techniques are used to assess the children's understanding. This can include: no stakes quizzes, show me boards and exit tickets to determine what the children have learnt and understood, including key concepts from previous units of work. Formative assessment is used to adapt teaching to ensure all children have retained key underpinning principles for the unit of work. A Pop Task is used at the end of a half term, where the unit is primarily history focussed, which enables children to showcase their understanding.

3.6 Resources:

Where possible, it is important that pupils are exposed to original material evidence to support their knowledge and understanding of history. At Grange View we will source outside support from museums and historical sites as well as historical visitors who can enhance our history curriculum in school. We will ensure that pupils will take part in at least one historical visit in their two year key stage cycle to support their topic work. Resources will include secondary material such as textbooks loaned from the county schools library system, oral history accounts, first hand eye witness accounts, archive material such as letters, diaries and newspapers and handling objects from within school or on loan.

In addition to this, we use a variety of websites, non-fiction texts and other resources to support the children's learning.

3.7 Early Years starting Points:

On entry to Early Years the children have a very low starting point with regards to Knowledge and understanding of the world due to poor levels of communication. They are aware of their families and things that matter to them in the present day but struggle to articulate their knowledge of their own past. During their time in Nursery and Reception they have many opportunities to discuss significant events in their lives such as birthdays, parties, new siblings and special days out. The intention is

for the children leave foundation stage with a confident knowledge of their own past and present lives and beginning to understand chronology.

See our EYFS policy for information on how our early years curriculum is delivered.

3.8 Personal Development

Through partner work, discussion and investigation throughout the curriculum, the children build their tolerance and respect for others' contributions.

Within our favourite five, certain high-quality texts are shared with the children to build their knowledge of diversity and significant individuals in the past. The curriculum is enriched through well-chosen education visits that widen the pupils' aspirations and understanding of the subject. These visits also allow wonderful opportunities for spirituality, having 'wow' moments when marvelling at historical events and structures as well as reflecting on 'ow' moments in history. Often this introduces the children to potential aspirational career options. Within the curriculum, the children build a greater awareness of how society has changed throughout the years and how this has an impact on our language, culture and them as individuals – learning how they can make a positive contribution to British society. Parental engagement is encouraged through sharing examples of personal history such as photos, artefacts and information sharing. As mentioned earlier, our reference to historical figures helps build awareness of equality and diversity.

4. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

4.1 SEND provision:

- Using floor books so that they have the opportunity to develop historical skills without the pressure of written evidence
- A vast majority of learning takes place in mixed ability pairs, to ensure that support and challenge is available and peer support is encouraged.

- Practical tasks are used throughout the curriculum to support and engage the slower graspers.
- Pre teaching of key vocabulary with pupils with specific needs.

5. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Monitoring visits and conversations
- Learning walks alongside subject leaders
- Termly subject leader reports

Subject leaders monitor the way their subject is taught throughout the school by:

- Planning scrutinies
- Learning walks
- Evidence in floor books
- Pupil voice

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every 3 years by the History lead.

At every review, the policy will be shared with Committee 2 for approval.

6. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- Marking policy
- SEN policy and information report
- Equality information and objectives

7. What is it like to be a pupil at Grange View studying History on a daily basis?

At Grange View, children are given the opportunity to explore the past through many different teaching methods, such as: practical activities; research; videos and group tasks. We know the importance of local history and so this has a key importance in our teaching and learning of history.