



Rowde C of E Academy

History Policy

Date agreed: September 2020

Review Date: July 2022

National Curriculum Aims

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

1. Intent:

At Rowde we believe that it is crucial that our children develop an understanding of British history and values, the history of the wider world, and how it impacts upon us in the present. Our curriculum is developed in line with the National Curriculum, and is delivered in a way that is interesting, relevant to our children and links to other areas of learning, wherever possible. Our desire is that students build richly connected knowledge, vocabulary and skills that they can carry forward through their education and their lives.

Our aim is that we inspire our children to become active and curious in regards to history. We want our pupils to develop the tools to evaluate information about the past and make informed judgements based on this, and help them understand what happened in the past, and how this shaped the world they live in. We believe it is crucial that children learn about the events and people that have shaped our nation and its values, as well as other civilizations through time.



Geography is delivered through KS1 and KS2 using Knowledge Organiser booklets which cover all required and extension content, as well as matching up with the Rowde Progression Steps. Details of this can be found on our website in the document What We Mean by Progression at Rowde, under Curriculum.

A summary of the Humanities (History and Geography) units across KS1 and KS2 is provided below:

	T1	T2	T3	T4	T5	T6
Year 1/2*	Seaside and Devizes comparison	The History of Toys	Florence Nightingale	Local Geography and Map work	Brunel	Forest vs Jungle
Year 3	Landmarks of London	India and its Mountains	Climate zones, biomes and vegetation	Ancient Egypt	The River Nile and local comparison	The Stone Age
Year 4	South America comparison study	Longitude, Latitude and Hemispheres	Human Geography (South Africa study)	The Romans	Settlement, Place Names and Village Life	Vikings and Anglo-Saxons
Year 5	Ancient Greece	Ancient China	The Space Race	Natural Disasters	The War of the Roses	Geography depth study
Year 6	WW1: The Battle of the Somme	WW2: the Battle of Britain	Geography – OS Maps and Fieldwork	Retrieval work	Geography Depth Study – human and physical geography	

Historical knowledge is carefully planned out across the curriculum, ensuring that children cover the relevant historical periods and events during their journey through the school. Knowledge is built upon and revisited to ensure it is retained. Within this, vocabulary within each unit of work is specified and children are expected to learn and use within the topic and be able to recall this at a later point. Within each booklet, we set out the 'Need to Know' knowledge we expect all children to learn.

Links across historical topics are made explicit for the children so they can begin to compare and contrast different historical aspects. This will help them develop a well-connected schema of historical knowledge which will improve their ability to retrieve the knowledge they have learned.

Historical skills and progress through the key stages and are addressed within the Booklets we have created.

High Expectations

The knowledge, vocabulary and skills within each unit are exemplified within our knowledge Organisers and Knowledge Booklets which showcase the high outcomes we expect from our pupils. These incorporate key historical skills and ideas which are repeated throughout a key stage. Each historical booklet also incorporates regular opportunities for reading and writing for a purpose. There is an expectation that the quality of these pieces to be of equal standard to that of their English lessons.

Cultural Capital

To inspire a love of history and bring this abstract subject to life, we make use of our surrounding area to inspire the children and ensure there is equality in their experiences. Key historical sites will be visited each year (when possible) to support the teaching of historical ideas. Other visitors and enriching experiences are planned within the curriculum. We also ensure the topics are well resourced with artefacts and books through our Wiltshire Swindon Library Resources subscription.

Learning Community

Parents receive information about the topics their children will cover in history across each year. When possible, we make use of local experts in our parents and community to help enrich the children's experiences of history.

Part of every booklet includes a moral question which helps relate an element within the booklet to a moral or social issue within their community or society today. Children are encouraged to think deeply about these issues.

Equality of Access

It is our aim that all children can access the history curriculum for each year groups. We plan with high expectations for outcomes in history and support the teachers with resources to deliver the content. This means they can spend more time in providing scaffolds to enable each child to achieve in lessons. This includes carefully planned lesson delivery in small steps and adapting activities in the booklets for pupils. All pupils will have the opportunity to deepen their thinking through 'Diving Deeper' questions and activities within each booklet.

Curriculum Refinement

It is our hope that every year, we can build on the successful teaching of the history curriculum from the previous year. We will critically evaluate the quality of our history curriculum delivery in terms of what children have remembered and understood. This will include deciding what resources and activities led to high quality outcomes for our pupils and what explicit connections could we make within and between subjects. Each year the planning and outcomes will be reviewed by our subject leaders alongside class teachers with the aim to improve the quality year on year. The quality of history planning and resources means teachers can spend their time developing their subject knowledge and on the quality of their lesson delivery.

A selection of work completed by pupils will be exemplified to support the assessment of pupils and to strive for equal or better outcomes in the future.

Current Educational Research

Our understanding of how children learn has developed over recent years. Within our curriculum, we are placing much more emphasis on:

- Carefully considering the order in which content is structured and delivered. Being mindful of children's prior knowledge.
- Respecting the limitations of working memory by delivering learning in small manageable pieces
- Drawing and maintain children's attention to the important aspects of ideas and principles.

- Ensuring children are thinking as deeply as possible throughout the lesson.
- Linking ideas together and revisiting learning through regular retrieval practice.

2. Implementation:

Each historical unit is accompanied by a high quality class text to contextualize the learning and expose the children to high-quality reading opportunities.

Units of history are taught in blocks over a termly period. This allows the teacher to more effectively use formative assessment to address misconceptions and errors pupils may have had during the previous lesson and address these quickly.

Within and across each history topic, key historical skills are incorporated such as interpreting timelines, comparing sources of information.

A History Unit

History units should begin with a timeline showing where this fits with historical periods already covered. There will often be some geographical links which help show where in the UK/ World these events took place. During the sequence of lessons, vocabulary from the knowledge organiser is incorporated. There will usually be a section of reading for the children to complete, as well as an opportunity to apply their writing skills. Some units of work culminate in a trip to local or national historically significant venues.

A History Lesson

History lessons will focus on delivering the key knowledge and skills from the knowledge booklets, especially key vocabulary and the 'Need to know'. Each session should address issues from the previous lesson as well as forging links with other areas of history studied. Teachers may make use of flipcharts or PowerPoints as well as other media or sources to help impart the key knowledge and ideas. It is expected that where a booklet page has been created, the children complete these including any opportunities for 'Diving deeper.'

3. Impact

Assessment of History

Assessment of history at Rowde is a multi- faceted approach. The booklets have tailored the outcomes we expect from pupils to help assess this.

Formative Assessment / Responsive Teaching:

- Verbal responses from pupils within the lesson
- Written outcomes from the pupils' work
- Retrieval practice at the start of each lesson

Summative Assessment

- Multiple choice quizzes after a period of time
- Mind-maps after a period of time

- Comparison of work with exemplification
- Pupil interviews about topics covered
- Teacher judgement against historical skills progression

Linked documents:

Curriculum Policy

What We Mean by Progression at Rowde