



Downe Primary School

History Policy

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Vision

We put children first, pioneering excellence and championing each and every child.

The Pioneer Academy Expectations

Safe:

Schools are safe and secure

Safeguarding is effective and robust

Similarities and differences are celebrated; everyone thrives and flourishes

Happy:

Pupils and staff are positive and succeed in a supportive environment

Wellbeing for all

High standards of attendance and enjoyment are outcomes of an inclusive TPA school

Learning:

Learning is achieved by the successful sequencing of memorable experiences

Learners are engaged, resilient and enthusiastic

Learning outcomes are ambitious due to knowledgeable and effective teaching

Legal framework

This policy has been created with regard to relevant legislation including, but not limited to:

- DfE (2014) National Curriculum in England
- DfE (2023) Statutory Framework for the Early Years Foundation Stage

This policy should be read in conjunction with the following policies:

- EYFS Policy
- Assessment Policy
- Teaching and Learning Policy
- Marking and Feedback Policy
- Inclusion Policy
- Equality statement

Curriculum Intent

The curriculum in TPA schools is designed to inspire and motivate children. Our aim is for every child to experience ‘an extraordinary school day’ every day. We place children at the heart of the learning process through a bespoke ‘Teaching and Learning Model.’ Wherever possible, the History curriculum will provide opportunities to establish links with other curriculum areas.

Curriculum Implementation

Scheme of work – IPC – International Primary Curriculum

The aim of the IPC is to help every child enjoy their learning of a wide range of subjects and the develop an enquiring mind and the personal attributes that will help to develop a sense of their own nationality and culture whilst, at the same time, developing a profound respect for the nationalities and cultures of others. Through the IPC approach to learning, children develop the knowledge, skills and understanding necessary to confidently face the world of tomorrow.

Learning goals for discrete subjects are taught in blocks, covering a range of topics and themes across the school year, ensuring that the expected knowledge and skills from the National Curriculum are taught.

The Teaching and Learning Model

The Pioneer Academy’s Teaching and Learning Model, which is rooted firmly in research and analysis of effective learning and teaching, translates the Trust’s Expectations into classroom practice. Our teaching and learning model is designed and implemented in such a way that it builds on prior knowledge and skills and lays the foundation for future learning. Lessons are designed to be engaging and challenging with learners actively involved. This Model has been developed and embedded to provide consistency and continuity for all children.

Extra-Curricular and enrichment opportunities

The Pioneer Academy aims to ensure every child has the opportunity to engage in new experiences and visit new places beyond the school grounds, taking them to places that some children wouldn't have naturally gone to. School visits and inspiring visitors are an entitlement to every child who attends a school within The Pioneer Academy. The Pioneer Pupil Passport is part of each school's cultural capital commitment to provide a role broad and balanced curriculum that promotes spiritual, moral, social, cultural, mental and physical development and prepares our pupils for the opportunities and experiences of adult life.

Each year, each school will arrange a number of activities that take place off the school site and/or out of school hours, which support the aim of providing opportunities that enrich the curriculum, enabling the children to have first-hand experience of a wide range of topics and activities. Such activities will include: exploring toys from the past, investigating the history of the local area, creating models of historic buildings and re-enacting important events from the past.

Lesson Planning

Learning Ladders (overviews) in history show the knowledge, skills, understanding and vocabulary that pupils are expected to master in each year and each unit.

Threads of Learning show how history skills are developed over time from EYFS to year 6. Learning Questions map out the learning sequence.

Knowledge organisers show how the knowledge for each unit of learning is covered within the school context.

Learning activities that are adapted and varied to support and challenge all groups of learners. Planning will plan for deployment of support staff whom will be clearly directed to support learning and fully engaged with the children, and encourage independent working from pupils.

Subject leaders work in partnership across the schools in the Trust and within a core framework to ensure consistency and continued development of each subject.

Assessment

Assessments are made in line with the Trust's assessment policy. Teachers and educational support staff use effective assessment for learning (AfL) to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps.

Assessment will take various forms, including teacher, pupil discussion, verbal feedback, peer and self-assessment, quizzes and marking. At the end of every topic, affirmative teacher judgement assessment is made using evidence against the IPC learning outcomes. History gradings are given to parents in the end of year reports.

Equal opportunities

At The Pioneer Academy, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background. We ensure that all children, regardless of ability, race, gender, culture or SEND, are given appropriate opportunities to access the History curriculum. In order to achieve this, we provide learning activities that are adapted to support and challenge all groups of learners.

Monitoring and review

The subject leader is responsible for:

- Monitoring curriculum plans and fidelity to agreed schemes of work for the subject;
- Monitoring the learning and teaching of the subject, providing support for staff where necessary;
- Monitoring and supporting the quality of the learning environment;
- Monitoring assessment in the subject, including reviewing any relevant data and setting ambitious targets for pupils;
- Auditing, purchasing and organising the deployment of resources;
- Organising, providing and monitoring CPD opportunities for staff in order to develop subject specific expertise;
- Updating stakeholders on relevant updates within the subject at a national and school level;
- Monitoring and supporting the organisation of any relevant cross-curricular and extra-curricular activities.

The classroom teacher is responsible for:

- Ensuring that all of the relevant content is covered within the school year as per agreed school curriculum plans;
- Providing a range of learning activities to inspire and motivate all learners;
- Monitoring the progress of pupils in their class and reporting this as agreed in the Trust's assessment policy;
- Undertaking any training that is necessary in order to effectively teach the subject.