

# Thomlinson Junior School



**'LEARNING THROUGH EXPERIENCE AND ADVENTURE'**

## History Policy 2024/2025

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# **1. Statement of Intent**

## **Curriculum Intent**

Our well designed, ambitious curriculum places our pupils at its centre and we aim to deliver a curriculum that truly meets the needs of our children. All children have access to a rich, broad, exciting and balanced curriculum which enables each individual to develop emotionally, socially and intellectually.

We aim to offer a primary curriculum that not only inspires learning but develops skills, knowledge and understanding to successfully equip children for later life. At Thomlinson Junior School our school vision and values permeate all areas of school life and underpin all learning. Along with striving for high academic standards, we place great emphasis on inclusion and the nurturing of well-rounded children. Our curriculum is crammed with opportunities to promote pupils' personal development to ensure we have happy children who are ready to engage and access learning.

## **Curriculum Implementation**

At the heart of our curriculum are our core subjects of English, Maths, Science and PSHE. We also truly value our wider curriculum, covering all other National Curriculum subjects. Progression of knowledge, skills and understanding is carefully planned, reviewed and adapted to ensure that children's learning builds effectively as they move through the school. Learning across the curriculum is sequential and each subject area has a clear rationale behind its design.

We are fully committed to providing our children with a wide and rich range of learning experiences beyond the classroom. Our classroom learning is routinely enhanced by interesting and exciting experiences including: visitors, assemblies, workshops, artefact loan boxes and trips linked to our curriculum.

At Thomlinson Junior School we are proud of the reputation of our inclusive school environment. Teachers and Teaching Assistants set high expectations for every pupil, responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils. Lessons are planned to ensure that there

are no barriers to every pupil achieving. Where necessary, pupils have access to specialist equipment and different approaches. Teachers plan lessons so that all pupils can access the full curriculum.

## **Curriculum Impact**

It is important to us that our children achieve excellence not only in the core subjects, but in every curriculum subject. We have lots of ways of measuring and celebrating success across the curriculum, as well as ensuring that children know what they need to do to progress.

We ensure that we maintain a broad and balanced curriculum in the following ways:

- Experienced Subject Leaders for every subject.
- Every subject included in our School Development Plan and Monitoring Schedule - meaning that standards and attainment in every subject are always being checked and improved.
- Accountability to Governance for every subject - all subjects have a nominated governor, who leaders update regularly. It's the job of the governors to ask us challenging questions about how to make our school even better!
- Termly Pupil Progress Meetings.
- Communication with parents about all strands of the curriculum.
- To ultimately learn through experiences and adventures.

## **2. History at Thomlinson Junior School**

This policy sets out Thomlinson Junior School's aims and strategies for the successful delivery of History. This policy should be read in conjunction with other relevant school policies such as the Safeguarding, Equal Opportunities, Curriculum, Finance, Teaching & Learning, SEND and Assessment policies. The policy has been developed by the History Leader (Miss Jefferson) in consultation with the SENCO, Leadership Team and teachers. Guidance from consultants and pupil, parent and staff voice questionnaires have shaped and will continue to help shape this policy. This policy is based on government

recommended/statutory programmes of study. It is recommended that this policy is reviewed, at minimum, at the start of every academic cycle.

### **3. Teaching and Learning**

Thomlinson Junior School believes that every child should have the right to a curriculum that champions excellence; supporting pupils in achieving to the very best of their abilities. The intent of our History curriculum is to offer the children rich learning opportunities about the past, to enable them to make sense of the world around them.

At Thomlinson Junior School, each term has a different history focus for all year groups: autumn (invading and settling), spring (other civilizations and cultures) and summer (British history post 1066). History topics are also taught chronologically, where possible, as the children progress through the school. We know that these teaching sequences allow children to develop their chronological understanding, and draw on prior knowledge of historical periods, key events and terminology.

Cumbria is a county rich in opportunities for the children to explore their heritage. At Thomlinson Junior School, local history is woven into many of the children's lessons; from learning about how pre-historic people would have used local stone to make their axe heads, right up until how Wigton has changed since the Victorian era.

In our whole school assemblies, we commemorate key events in British history, such as: Remembrance and VE Day. We also recognise significant individuals, such as: Anne Frank and Martin Luther King Day.

### **4. Legal Framework**

This policy has due regard to statutory guidance including, but not limited to, the following:

- DfE (2013) 'National curriculum in England: History programmes of study'

## 5. Roles and Responsibilities

There are key roles and responsibilities specific members of staff have in relation to supporting the History curriculum and its delivery.

### Head Teacher

- Monitoring the implementation of the History Policy and its associated policies such as the Safeguarding and SEND Policies.
- Ratifying (in conjunction with the Governing Body) the History policy, Safeguarding policy and History Leader's Action Plan.
- Approving CPD and training which is in line with the whole school's strategic plan.
- Approving budget bids and setting them.
- Monitoring the performance of the History Leader in respect to their specific job role description for History.
- Ensuring any government legislation is being met.

### History Leader

- Raising the profile of History for all stakeholders.
- Monitoring the standards of History and feeding back to staff in a timely fashion so they can act on areas for development.
- Ensuring assessment systems are in place for History.
- Maintaining overall consistency in standards of History across the school.
- Reporting on History at specific times of the year to the Governing Body/Head/Staff.
- Auditing the needs of the staff in terms of training/CPD.
- Actively supporting staff with their day-to-day practice.
- Seeking out opportunities to inspire staff in developing their practice through modelling and sharing new ideas, approaches and initiatives.
- Attending training and keeping up to date with History CPD.
- Creating Action Plans for History and supporting a long-term vision which feeds into the whole school development plan.
- Keeping an up-to-date log of all resources available to staff.
- Procuring physical and online resources that demonstrate best value.

- Reviewing the History curriculum and developing it as needed.
- Advising on the contribution of History to other curriculum areas, including cross-curricular and extra-curricular activities.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils, including supporting staff by looking into specific trips/visitors.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all History resources.

## 6. Curriculum

As a school, we use the Plan Bee Scheme of Work for all year groups. However, in the summer term, Year 4's local history topic (Victorian Wigton), has been developed by the history coordinator, and history governor, to support the coverage of the National Curriculum for Key Stage 2. Lessons are planned to build on children's prior knowledge and focuses on developing the essential skills to be a Historian.

### Key Stage 2 Outcomes

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain

- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations
- Ancient Greece
- A non-European society that provides contrasts with British history

## ● **Feedback and assessment**

- Formative assessment is undertaken each session. Through using the progression of skills documents, both teachers and pupils can evaluate progress. Feedback can be verbal during the lesson (most valuable) and, in some cases where it is appropriate, written.
- Summative assessment is undertaken on a termly basis. As history is taught in the first half of every term, after teaching each unit, teachers assess children's progress against the relevant '*Essentials Curriculum*' statements for history.

## ● **Resources**

- All resources are acquired with the underlining considerations of value: The extent at which the resource impacts on learning and the material cost of this.
- A range of resources are available which successfully supports delivering the History curriculum and enables all learners to reach their full potential.
- The History Leader (Miss Jefferson) will support staff by sourcing suitable trips and visitors to support children's learning.

## ● **Monitoring and Evaluation**

Monitoring standards of teaching and learning within History is the primary responsibility of the History Leader. All teachers are expected to keep a record of children's work and learning experiences in their History book.

Monitoring will be achieved through:

- Work scrutiny.
- Learning walks.
- Observations.
- Pupil voice.
- Teacher voice.
- Reflective teacher feedback.
- Learning environment monitoring.
- Dedicated History Leader time.

Evaluation and Feedback will be achieved through:

- Dedicated History Leader time.
- Using recognised standards documentation for end-of-year expectations: Essentials Curriculum;
- Using recognised national standards for benchmarking History provision in primary schools.
- Written feedback on evaluation of monitoring activities to be provided by the History Leader in a timely manner.
- Feedback on whole school areas of development in regard to History to be fed back through insets/staff meetings.

Updated: September 2024

Next review: January 2025