# Treleigh C.P. School – History Policy

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| Introduction (Intent) | The Treleigh History curriculum serves to fire pupils' curiosity to ask questions and know more about our local, national and British past and that of the wider world. Treleigh pupils will be encouraged to develop a chronological framework of British history and the wider world, which will enable them to make sense of the new knowledge they acquire. This will also allow them to understand the process of change, to see how we arrived 'here' and help them to make sense of the present.<br>At Treleigh, we want pupils to realise that the past is gone and history is constructed and contested. History's unique concepts, use of language and disciplinary approach, help pupils to construct arguments and support them to become analytical citizens, who can critically question human motivation and society with skill and confidence. Alongside the wider curriculum at Treleigh, in time we believe this approach will promote positive Growth Mindset qualities, which lay foundations for pupils' future by expanding their horizons and raising aspirations within our local community. The cultural capital opportunities offered at Treleigh, enable the children to enjoy first-hand experiences of tangible history in both their local area and nationally, which aim to not only ignite a passion for history, but create life-long memories and experiences that motivate their life and career choices for the future. |
| Curriculum organisation & teaching approaches (Implementation) | <u>Curriculum Organisation</u><br>The curriculum for History is delivered across a two-year rolling programme to best cater for our partial, mixed age set-up at Treleigh (45 children in each year group). As the National Curriculum objectives are grouped in paired year groups, this works well and ensures that we have full coverage of content. To achieve better coherence within and between subjects (which may be considered as disconnected learning in the National Curriculum), we have thought very carefully about themes running through a range of subjects so that connections can be made by the children. Twelve questions have been framed which are revisited every two years but at a deeper level of learning, covering different learning objectives. More information on this can be found on our school website (www.treleigh.cornwall.sch.uk/curriculum1/curriculum-1).<br>This allows for progression in learning and a continual loop of knowledge and skills to ensure that key information is retained and committed to long term memory. The question for each topic encourages the children to be inquisitive, open-minded learners, drawing upon evidence to make judgements. Key learning hooks are designed to create 'intentional conflict' to engage the children and draw upon skills such as compassion, empathy and resilience.<br>History is a driver subject within the following topics:<br>• Would you like to live in the past? *(Cycle A)*<br>• Who was here before me? *(Cycle B)*<br>At Treleigh, we use Cornerstones Maestro as a high-quality resource and planning tool. Whilst we have made a school decision not to use their suggested topics, teachers use the materials within these to deliver engaging lessons which complement the school's three main principles within our Intent statement, as detailed above.<br><br><u>Teaching Approaches</u><br>To enable the achievement of these principles through the teaching of History, the objectives within the curriculum have been carefully |

considered and grouped to combine chronology and enquiry led themes, so that knowledge and skills are built upon as the children revisit the topics and are progressive in the challenge that they present. This will ensure that key learning points are deeply embedded and retained in the children's long-term memory so that the knowledge can be applied as skills within and across other subjects.

Lessons will be planned and delivered centred around learning intentions that aim to develop and refine the following historical skills:

*Source enquiry: skills and knowledge*
Reading is at the heart of the learning process in all of our topics and the knowledge is applied in their writing, particularly through non-fiction genres; the use of primary and secondary historical sources related to each year group's specific historical unit, will broaden children's reading vocabulary, comprehension and fluency.
Speaking and listening, oral fluency, debating and discussion forms an important part of the teaching of History; children are able to form and develop opinions based upon evidence, which is a vital historical skill. History comes alive for children as the knowledge they have acquired is debated, challenged and questioned, directly and indirectly towards the overall topic question.

*Chronology*
The chronological layout of the teaching of History at Treleigh builds the bigger 'story' for children, which will help them to have points of reference, facts and the understanding of the generic "cause and effect" chain in wider history.

*Thematic*
In unison and addition to this, the thematic teaching of History at Treleigh will enable an understanding of what history is, why it was recorded the way it was and how 'to do' history. This will build upon historical skills, trends, vocabulary and perspective.

*Enquiry-led*
By framing each topic heading as a question, we are encouraging children to be curious and reflective learners. Due to the broad range of content, History appears as a sole driver subject. This knowledge is then applied to other areas to forge strong connections in learning.

*Lesson Tasks*
Finally, setting widely accessible tasks, which are often open-ended and can have a variety of responses, enables all learners to be engaged and motivated by the particular historical unit. However, in addition to this, skillfully setting tasks of increasing difficulty (e.g. primary sources that can be interpreted from both a shallow and deep perspective – pictorial and / or written), encourages aspirational challenge for learners and a greater depth understanding of the unit. 'Intentional conflict' is planned for and encouraged, enabling the children to draw upon 'softer' skills of compassion and empathy, to bring 'history to life' and draw out cross-curricular links with others subjects. Local historical trips have often been used to ignite this aim, 'kick-starting' a unit and bringing the significance of the historical period or individual to life and most importantly, enabling the children's curiosity and investment in the unit.

*Resources*

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| | The use of Cornerstones Maestro is the primary resource bank for lessons and delivery. However, to ensure historical sources - the primary driver of historical enquiry – are resourced to their best, the following resource banks are also used by teachers to supplement and support lessons:<br>• 'Key Stage History' https://www.keystagehistory.co.uk/<br>• 'Sense of Place' boxes and files. |
| Assessment & Monitoring (Impact) | Information is collected by the teachers in the form of observations, discussions, 'low stakes quizzing,' written work and end of topic, end point assessments. These take place whenever History is a driver subject within a topic. Judgements are recorded electronically using the Cornerstones tracking software and shared with class teachers and the Senior Leadership Team during transition sessions. These will inform teachers if the child is working towards the expected standard, at the expected standard or working at greater depth within the expected standard. Support and further challenge can then be put in place for individuals or groups of children accordingly.<br><br>The following are some examples of 'low stakes quizzes' and assessments used to gather judgements for tracking the progress of children in History:<br>• Teacher designed quizzes based on the topic's Knowledge Mat (which is handed out at the beginning of each unit).<br>• Online topic quizzes on 'Kahoot' (created by the teacher).<br>• Chronological timeline gap quizzes, where children organise key events in order on a blank historical timeline.<br><br>Alternative assessment opportunities:<br>• Question and Answer Debates – public speaking debates enabling children to plan and prepare answers to certain historical questions, which are presented to the class.<br>• Cross-curricular writing – non-fiction led Literacy related to the Historical unit (not assessed by or for specific Literacy standards). |
| Roles & Responsibilities | Ryan Hanley – History Coordinator<br>Chloe Champion – History Governor<br><br>To monitor and evaluate History the History subject coordinator:<br>• Supports teachers observing / giving feedback when necessary.<br>• Monitors teachers' medium-term Cornerstones planning through sequences lessons and 'book looks.'<br>• Reviews resource provision, particularly for primary and secondary sources for each year group's unit.<br>• Discusses regularly with the Deputy Head Teacher and (if applicable) the history governor, the progress with implementing this policy in the school.<br><br>Training for all staff by the History Coordinator:<br>• Staff Meetings on the following:<br>- The discipline of History in the classroom and how it fits into the wider curriculum.<br>- Primary source use in lessons and enquiry-based lesson formats.<br>- Chronology and how to ensure lessons are accurate when using historical timelines.<br><br>Training received for History Coordinator:<br>- 'Excellence in Primary History' – History Curriculum design workshop by Andy Brumby. |