



Springfield History Curriculum Policy

Intent

Aim

We offer a curriculum that is broad and balanced where the children are taught substantive knowledge for History in a topic based approach at a level that is personalised to meet their level of development.

Objectives

- To encourage an interest and enthusiasm for the past;
- To foster the skills of enquiry, research, investigation, analysis and evaluation;
- To develop a sense of chronology;
- To enable children to know about significant events in British History and to appreciate how things have changed over time;
- To have some knowledge and understanding of historical development in the wider world;
- To help the child to understand why events took place, the causes and the effects;
- To encourage children to recognise and interpret points of view.

Implementation

Curriculum Planning & Organisation:

At Springfield we plan a sequence of lessons using a topic based approach to ensure there is a clear sequence of lessons demonstrating progression throughout each unit of work. We use the long term overview substantive knowledge to ensure a wide range of coverage is included in our Medium Term Plans that is suited to the current cohort of children. Disciplinary knowledge (using our skills trackers) is also identified on the medium term plans and these link directly to the developmental stages of the current cohort of children.

Age Related Expectations - EYFS

History is taught in EYFS as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation stage history makes a significant contribution to developing a child's understanding of the world through activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

Age Related Expectations - KS1

During Key Stage 1, pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They listen, and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present

Age Related Expectations - KS2

During Key Stage 2 pupils learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

Impact

Assessment:

Children will make progress in developing their disciplinary knowledge and their substantive knowledge each year. Evidence will be found in children's topic books and tracked on their skills trackers.

Monitoring & Review:

Monitoring takes the form of:

- Discussion with pupils and class teachers
- Learning Walks
- Book/evidence scans

Policy produced: October2022	Policy agreed:
Signed:	Chair of Teaching, Learning & Outcomes Committee
Signed: <i>[Signature]</i> <i>[Signature]</i>	Headteacher
Review date:	(2 years)

NADAL's Chair



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