



WOODBOROUGH WOODS
C of E Foundation School

History Policy

2023

Our School Vision

Woodborough Woods is a school with a Christian foundation, which seeks to express its Christian character by serving families in the local community and by providing a Christian ethos where children and their families can feel valued. There is an opportunity to experience the meaning of the Christian faith in the welcome that is offered to all and in the relationships of love and respect that characterise the shared life of the school. Designed to be sequential, this curriculum enables pupils to build knowledge and skills by making links with previous learning; this is shown in our progression documents. By fostering an enjoyment of learning, our children are given the opportunity to develop as independent, resilient pupils who are equipped with the ability to use their knowledge and skills to make wise choices as they take their place in the world.

The school's direction stems from its Vision Statement: 'Grow Together' following Jesus' example to 'Love your neighbour as you love yourself' (Matthew 22:37-39) because through love for one another, we can build a strong learning community ensuring that everyone has the opportunity to flourish. It recognises the importance of the community it serves, and seeks to build relationships based on kindness and respect. It will strive to be a place where Christian priorities and values inform every subject in the curriculum and are reflected in the day to day life of the school.

We believe that the children are the centre of all our work here and we strive to ensure our school is one with a happy and caring environment. We take pride in promoting the highest standards of conduct and achievement allowing children the security and confidence to reach their full potential.

As a Church of England Voluntary Aided school, our aim is to provide this secure environment, firmly rooted in Christian values. We believe that the education of children is a partnership, one between parents, teachers and governors all working together to provide the best interests for the children in our care.

Our History Vision

At Woodborough Woods Foundation School, we recognise that History is about the study of ancient, modern and current times, encouraging deep thinking, investigation, the asking of questions and the forming of opinions. We challenge children to learn and retain information about the past in order to prepare themselves for future learning in this subject and in their everyday life.

We aim to develop every child's historical skills, understanding and knowledge through encountering a wide range of primary and secondary sources. We hope to inspire pupils' curiosity and fascination at Woodborough Woods, and that they develop a passion for history.

Intent

We offer a History curriculum which equips our children with key skills, knowledge and vocabulary motivated by our curriculum drivers:

- To develop a chronological narrative of the past and know how this affects the present and will influence the future.

- To develop a coherent understanding of Britain in the past, including a focus on local history, and to investigate events in the world.
- To understand the concept of change and a sense of what has changed and how or why.
- To understand the importance of sources and to be able to use these effectively to study the past.

Monitoring:

Here at Woodborough Woods, we engage in both live and non-live monitoring sessions. For History, in terms of non-live monitoring, this involves reviewing the long-term plan and medium-term plan, looking through the History books of each year group, analysing assessment data, and completing staff and pupil voice. Non-live monitoring will be completed at numerous times throughout the year. Live monitoring includes lesson observations, which will be carried out at specific point within the school year. All year groups will be observed during this time to ensure that classes are following the long-term plan, and are meeting the National Curriculum objectives.

Teaching and Learning Style:

We use a variety of teaching and learning styles in our history lessons. We believe in whole-class teaching methods and we combine these with enquiry-based research activities. Our teaching focuses on enabling children to think like historians. The four areas of progression across each year group are chronology,

cause and consequence, historical enquiry, and similarity, difference and significance.

Where possible, we offer children the opportunity to examine historical artefacts, photographs, and primary and secondary sources to enrich their learning. In each key stage, we provide opportunities for the children to go on trips of historic significance, or we recreate historic experiences at school.

Assessment:

SEND:

Every subject's curriculum is ambitious for all pupils, including children with SEND. However, every pupil is different and what works for each pupil will vary. Our History curriculum is introduced in 'manageable' chunks. The size of these chunks might be different between different groups of pupils depending on their needs. Nevertheless, these chunks are coherently sequenced to enable all pupils to build on prior knowledge. This also reducing extraneous load as much as possible, as these 'chunks' are isolated key information and knowledge for these pupils to be able to attach new knowledge onto prior knowledge. We therefore ensure SEND pupils, like all pupils, receive instructions that match their needs. At times, it might be appropriate to have a personalised curriculum in place for a SEND pupil, however, this is based on the child's needs and remains ambitious for the child. In History, adaptations for SEND pupils is based on individual needs. Teachers will make explicitly clear to support staff which historical content knowledge they will need to effectively support pupils.