



# Thorpepark Academy

## History Policy



1	Summary	History Policy			
2	Responsible person	Amy Petch			
3	Accountable SLT member	Caroline Knight			
4	Applies to	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Support staff <input checked="" type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	Amy Petch			
6	Who has been consulted and recommended policy for approval	Caroline Knight			
7	Approved by and date	20/10/2022			
8	Version number	2			
9	Available on	Every	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	Trust website Academy website SharePoint	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)	Curriculum policy PSHE policy RBV policy			
11	Disseminated to	<input checked="" type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Support staff <input checked="" type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)	20/10/2022			
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N			



## 1. Purpose

The purpose of this policy is to describe the intent and implementation of the history curriculum at Thorpepark Academy.

## 2. Curriculum Intent

The teaching of history is part of the broad and balanced curriculum offered to all pupils at Thorpepark Academy. All year groups from Year 1 to Year 6 follow the National Curriculum to ensure full and in-depth coverage of all the objectives. In addition to this, pupils at Thorpepark will have opportunities to learn about different cultures around the world and how they have contributed to how we live today. This will include the study of local historians and how they impacted on the world we live in such as, William Wilberforce and the history of slavery. There are additional events the school will celebrate such as Black History month, International Women's day and commemorative events for the World Wars. All year groups take part in two local history days to ensure children are being provided with a history of their local community.

Foundation stage pupils begin learning about history by looking at the past, present and future including vocabulary such as 'yesterday'.

## 3. Curriculum Implementation

History is the split into: chronology, cultural, social, military and political, economic and religion to ensure that all areas of the topic which is based on 'Early Britain', 'Ancient Civilisations' and 'Local history' can be fully covered. Local history covers local people such as Amy Johnson and William Wilberforce and events such as the transmigration through Hull and the history of the Hull trawlers.

LTP planning is done with an overview of the whole school to ensure that there is a broad and balanced coverage of the different civilisations. The National Curriculum objectives for KS1 and 2 are sequenced across the year groups to ensure that progressions are made and knowledge is built upon in each year group.

The skill progression is in addition to the objectives to ensure that there is an even split between and knowledge based and skill-based curriculum. Pupils will have the opportunity to develop their research skills by building on what they already know. Sticky knowledge in history is focused around the knowledge of ancient civilisations and how they lived.

History curriculum planners are used for short term planning to organise the skills and knowledge for a successful history curriculum. They include National curriculum references, key vocabulary, sticky knowledge and non-negotiables from the current and previous year groups.



Topic webs are shared with parents through the website, social media and hard copies are sent home. This is to ensure that parents can support the home learning partnership.

History is an inclusive subject. All pupils are required to participate in historical research and activities. All activities planned for are adapted to ensure that all pupils have access to the historical learning objective and curriculum. SEND pupils are included and able to achieve in history through the creative approach and the assessment against the sticky knowledge.

#### **4. Enhancing the curriculum with visits and visitors**

Visits and visitors into school are an essential part of the enriched curriculum and should provide opportunities for cross curricular learning. Children are exposed to a wide range of experiences such as workshops, artefacts, handling evidence etc. to ensure they are being provided with quality teaching.

#### **5. Curriculum Impact**

Pupils are assessed after each new unit of learning. This is tracked to inform planning on the next steps in learning. This is reported yearly on O track and monitored by the subject coordinator.

Pupil interviews, lesson visits and book look will demonstrate what knowledge the pupils can remember and the skills that they have. These monitoring and evaluations measures will quality assure the consistency of history across the school.

Subject reports are completed termly and yearly to share data, training and information about the subject with the Head of School and Governors.

#### **6. Roles and Responsibilities including monitoring of standards**

Senior leaders are responsible for ensuring time, resources and support is provided so leaders can carry out their role effectively.

Subject leaders are responsible for the monitoring and evaluation of history across the school. This will include:

- Supporting staff with planning and delivering history
- Providing CPD opportunities either in house or through different services
- Lesson visits and drop ins
- Working with subject leaders across the trust to develop subject
- Reporting to the Head of school and governors termly

Class teachers are responsible to plan, prepare, deliver and assess history lessons which help build a repertoire of history evidence. This will also include:



- Audit and orders of class resources are carried out regularly to ensure suitable resources are available for the activities to happen.
- Ensure all pupils are taking part in a variety of history lessons with a focus on knowledge progression
- Follow the school marking policy in topic books
- Ensure all pupils have an in-depth knowledge of different ancient civilisations both in Britain and around the world.

Governors are to be a link between school and the governing body, they will work closely with school leaders to hold staff to account and drive improvement.