

Springfield History Policy

Intention

At Springfield, our aim is to stimulate children's intellectual curiosity and interest in the past and foster this through the use of practical activities and outings. This also promotes Learning Outside of the Classroom (LOfC) as we endeavour to provide our children with opportunities to go on educational visits, have visitors as well as receive artefact loan boxes. In turn this will help build children's character through developing a deeper understanding of British, local and world history and build connections to help them understand society and their place within it to develop a sense of identity and belonging. We also aim to increase children's cultural capital through the significant individuals they meet throughout their school career as well as exploring events and civilisations within and beyond living memory. Our intention is also to develop children's skills in key aspects of history including: developing a secure chronological understanding, the acquisition of historical language/terms, historical enquiry and historical interpretation.



Implementation

Curriculum

History will be taught as part of children's thematic work and will drive a number of topics. History is sequential so our 'Progression of knowledge and skills' and progression documents outline how knowledge and skills build from EYFS to KS2. Our History curriculum is chronological to allow children to develop a secure chronological understanding by the end of KS2. Topics link and follow on from each other which allows for previous learning to be revisited frequently through retrieval practise to help children build up a good chronological understanding over time.

Scheme of Work

Teachers will be provided with the 'Progression of knowledge and skills' document which outlines different aspects of history and will have flexibility in planning and delivery. Each year group will be provided with knowledge organisers for each topic which outlines previous learning, an overview of the topic, key skills, historical vocabulary and LOfC opportunities. Each year group will be given at least one artefact box sourced from a museum or similar organisation throughout the academic year which is relevant to their History topic.

Vocabulary

When planning and teaching a topic, teachers will pick 4 key pieces of vocabulary from their knowledge organiser to focus on. Each lesson has a 'Recap' slide and a slide with all 4 terms on, it is expected these are referred to every lesson so children can learn to 'speak like historians'.

People pathway

Children will learn about a range of significant individuals through our People Pathway where children meet a range of different individuals throughout their school journey. The children will also focus on three 'spotlights' from this pathway but will look at key individuals relevant to their History learning through the History People Pathway.

Impact

The impact will be that History outcomes at the end of EYFS, KS1 & 2 are in line with national standards. The impact of collaborative group work, research and enquiry will be that children become independent and lifelong learners. Through having real-life experiences through different LOfC opportunities (such as educational visits and artefact loan boxes) children's learning within these topics will be more memorable. Through our chronological curriculum structure, it is hoped that children's chronological understanding will be developed throughout their school career as they revisit previous learning frequently throughout each year group, phase and key stage. This will allow children to know more and remember more. As a result of our curriculum children will be able to 'speak like historians' and be able to explain what they have learnt in previous topics and how they fit within a chronological framework. This policy will also be shared with parents/carers.