



CEDAR

Children's Academy

Cedar Children's Academy History Policy

In our History curriculum at Cedar Children's Academy, our main aim is to encourage curiosity in our children and develop a love for history, inspiring them to want to learn more about the past. We believe that a high-quality History education will create opportunities for pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world.

Statement of intent

At Cedar Children's Academy, we believe that a high-quality history education provides the foundations for understanding the world they live in, as from the past we can build on our future. History, globally and locally, has impacted our lives in many ways, and all pupils should be taught how the world around them has been shaped. This should be developed through enquiry-based study and cover the core historical skills (significance, cause and consequence, change and continuity, interpretation, chronology and evidence) encouraging and enabling children to develop their curiosity, excitement and knowledge of how their world has been influenced by events from the past. History at Cedar provides children with the skills needed in order to become well-rounded historians. They should be encouraged to explore the world around them and how this impacts and shapes Britain today.

Aims

We adhere to the national curriculum for History and the aims set out therein.

EYFS

History is woven throughout the Foundation Stage curriculum and concentrates on developing children's appreciation of time and past events. We use stories, role play and themes based on first hand experiences to begin to introduce some of the language and skills of history. History often plays a large part in the topic work covered during the year, relating to the relevant objectives set out in the Early Learning Goals through 'Understanding the World'.

KS1

In KS1, they develop an awareness of the past by investigating topics further from their own experiences and begin to know where the people and events they study fit within a chronological framework. The children identify similarities and differences between ways of life in different periods and learn some everyday historical terms. They begin to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They begin to understand some of the ways in which we find out about the past and identify different ways in which it is represented.

KS2

In KS2 we continue to develop and arouse children's interest in the past and its influence on life today as we learn about people and events from British, local and world history. Through the topics covered, the children develop their chronological knowledge and understanding and we encourage them to ask and answer their own historical questions and use historical vocabulary and terms. The children build on their prior learning and make meaningful connections across time and place. They begin to be aware of connections, contrasts and trends over time and consider aspects of change, cause, similarity, difference and significance. We encourage the children to think about how and why people interpret the past in different ways and understand that our knowledge of the past is constructed from a range of sources.

In order to achieve our aims, we provide:

- High quality teaching and learning which enables all children to succeed and achieve.
- An interesting learning environment in which children feel safe and secure.
- Opportunities for children to be actively involved and engaged in their own learning, through creative approaches to learning with strong curriculum links to other subjects when appropriate.
- Opportunities to promote independence.
- Evaluations of children's progress towards the Early Learning Goals and National Curriculum guidelines which inform planning at all stages.
- Effective monitoring of teaching and learning.

Teaching Methods

A variety of methods are to be employed in the teaching of History, which will afford pupils access to a range of resources and ensure that they are encouraged to develop their potential to the full.

Teachers are expected to utilise many differing techniques and approaches to ensure that the History Curriculum is constantly made interesting, immersive and alive while exploring the core historical skills.

When monitoring these, children will be confident discussing topics explored – conveying information from their knowledge organisers – and able to draw on this information to compare different historical periods.

Differentiation

All pupils are entitled to access the history curriculum at a level appropriate to their needs arising from race, gender, ability or disability.

It is recognised that all pupils must be given opportunities to show what they know and can do. Recognising the different abilities within a class means that teachers must plan at a class, group and individual level and scaffold the learning ensure all can access and explore historical content.

Monitoring

The history lead will monitor books, lessons and plans, and use pupil voice to ensure that these elements triangulate. Children are encouraged to discuss using evidence from the past why events happened and how this shaped the modern world, or will shape the future world.

Reviewed May 2024