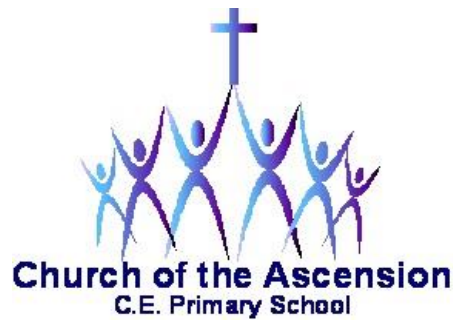


Church of the Ascension CE Primary School

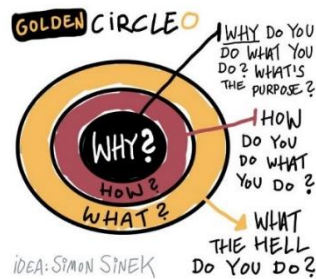


Learn with Love, Flourish in Faith

Do everything in love (1 Corinthians 16:14).

As an inclusive Christian school, Church of the Ascension C.E Primary School aims to create a loving, caring and respectful community, where individuals can flourish spiritually, socially and academically as children of God in a rich learning environment. Our vision is to inspire lifelong learning, whilst encouraging resilience, independence, aspiration and an appreciation of God's wonderful world.

Our Approach to the Teaching and Learning of History



Subject Intent

'We are not makers of history. We are made by history'. Martin Luther King Jr.

Why do we do what we do in this subject (aims)?

Love of Learning

At Church of the Ascension, our high-quality teaching of history will inspire pupils' curiosity to know more about the past. Our units of enquiry will be enhanced and enriched by 'engagement tasks' to enthuse and engage our learners. This creative and exciting approach will help the children to develop a love of learning about history. There will be many opportunities to handle historical artefacts, learn through drama, dress up and visit places of historical interest.

Windows, Mirrors and Doors

History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Our pupils will be given the opportunity to reflect on their learning and respond to it. For example, children will be encouraged to reflect on the terrible consequences of anti-Semitism in World War II and respond appropriately by showing our Christian Core Value of respect to people of all faiths and cultures. At Church of the Ascension, we refer to this approach to learning as 'Windows, Mirrors and Doors' – we look through the window to learn, we use the mirror to reflect on our learning and then we go out through the door ready to act on our beliefs and values.

Independence and Resilience

Our teaching will equip pupils to ask perceptive questions, think critically, weigh evidence, make well supported judgements and express themselves articulately using key words from topics and historical vocabulary. The development of these interpretation and enquiry skills will give pupils greater confidence to form opinions and make their own decisions, thus helping them to become more independent and resilient in their learning.

Preparation for life in modern Britain

We aim to prepare our pupils for living in modern Britain. As the majority of our pupils are White British, we feel it is especially important to provide them with a culturally and racially diverse history curriculum, reflective of the country and wider world we live in today.

Subject Implementation

How do we ensure our intent becomes a reality?

Foundation Stage

History in the Foundation Stage is taught under the umbrella of ‘Understanding the World’ from the EYFS. The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world. The pupils are encouraged to talk about their families and past and present events in their lives. They are beginning to gain knowledge and understanding of the world through:

- Photographs, stories and artefacts from the past
- Listening to stories and memories of older people
- Role play activities
- Discussing events in the past and their own personal lives
- Sequencing events to gain a sense of time

Key Stage 1

Key Stage 1 pupils are taught about the past using common words and phrases relating to the passing of time. They learn where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They are taught a wide vocabulary of everyday historical terms. Children 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 study some of the ways in which we find out about the past and identify different ways in which it is represented.

Key Stage 2

Pupils continue to develop a chronologically secure knowledge and understanding of local, British and world history, establishing clear narratives within and across the periods they study. They note connections, contrasts and trends over time and develop the appropriate use of historical terms. They regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children are taught to construct informed responses that involve thoughtful selection and organisation of relevant historical information. They learn how our knowledge of the past is constructed from a range of sources. A study of key concepts like 'propaganda' will require pupils to develop an awareness of how evidence can be used and abused – a crucial skill in today's world of fake news.

Equal Opportunities

At Church of the Ascension, we are committed to providing a teaching environment which ensures all pupils are provided with the same learning opportunities irrespective of their religion, culture, social class, race, special educational needs, gender or disability.

Our history curriculum offers a fair representation of female and male individuals from the past from ethnically diverse backgrounds.

Differentiation

Through our history teaching we provide learning opportunities that enable all pupils to make progress, whatever their ability. We do this by setting suitable learning challenges and responding to each child's different needs. We use a range of strategies, including:

- the use of appropriate vocabulary at varying levels of difficulty
- modified text passages
- different levels of written or oral questions
- a multisensory approach, which incorporates the learning styles for visual, auditory, kinesthetic and tactile learners - this includes investigating photographic or other visual material, listening to stories, handling artefacts and dressing up
- extra adult support and scaffolding for lower attaining pupils
- careful use of support for pupils with English as an additional language
- opportunities for higher attaining pupils to apply their knowledge and skills more deeply, e.g. writing a diary piece

Special Educational Needs and / or Disabilities

Our school policy is to provide a broad and balanced curriculum to all children. Those children who are recognised as having special educational needs and or a disability will follow similar programmes of study as their peers. However, if necessary, the work will be differentiated to meet their individual needs.

Role of the History Leader

The leader's responsibilities are :

- providing a carefully planned overview of units
- providing a progression of skills document to inform teachers' planning and assessment
- monitoring planning to ensure that the National Curriculum objectives are being met
- monitoring books to ensure that there is logical development and progression of skills through the school
- auditing, organising and purchasing history resources
- offering support and advice on possible teaching activities to staff
- informing staff of relevant courses etc to encourage personal professional development
- ensuring that the history curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment by implementing a range of monitoring activities
- ensuring that the history curriculum takes account of the school's context and promotes children's pride in the local area

Role of the class teacher

The class teacher's responsibilities are:

- striving to include effective history teaching activities in their short and medium term planning
- utilising the 'History Progression of Skills' document to ensure progression of skills and subject specific vocabulary
- setting clear learning objectives and success criteria
- providing appropriate challenge and /or support to different groups of learners and pupils with SEND
- creating opportunities for multi-sensory learning
- assessing pupil's work in line with the history policy
- informing the history co-ordinator of any resource requirements

Subject Impact

What are the outcomes for our children in this subject?

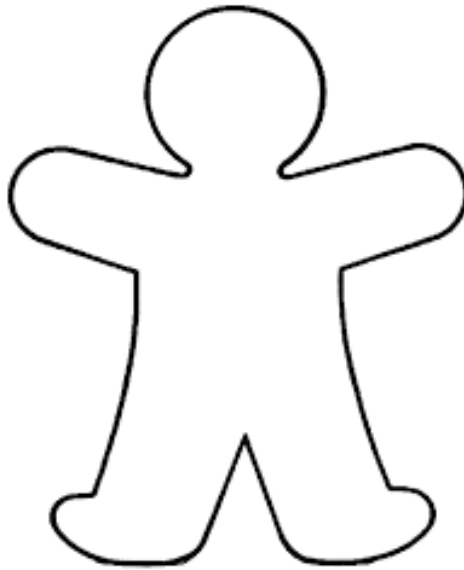
Through our carefully designed curriculum, by the time children leave Church of the Ascension they will:

Ask perceptive questions

Think critically

Make judgements

Form opinions
confidently



Express themselves

Show independence
and resilience

Have an understanding
of chronology

How do we know that we have achieved these outcomes?

Recording

Pupils are encouraged to record their work using a variety of methods. These may include written or verbal reports, charts, collage, models, pictures and role play activities. Examples of children's work are retained to provide evidence of on-going history, including photographic evidence of displays, presentations, visiting speakers and historical visits.

Progression

Teachers use the 'History Progression of Skills' document to help plan lessons that build on the historical skills that the pupils have learned in the previous year. As pupils progress through the school, teachers begin a new history topic by referring to knowledge gained from previous topics studied. This helps pupils to make links and develop their chronological understanding.

We expect pupils to work with increasing independence as they move through the school, drawing evidence from photographs, artefacts, books, documents, ICT resources and guest speakers. We introduce new and more complex types of evidence, such as plans and documents, to the older classes to develop research skills.

Assessment

Formative

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Teachers observe pupils at work and use open-ended questions that require pupils to explain their understanding. Pupils are provided with effective feedback and opportunities for self-assessment. If teachers observe any gaps in pupils' knowledge or skills, they adjust their next planning accordingly to address the gaps.

Summative

At the end of each topic, teachers set a task to help them assess pupils' history skills more formally. The task could be to:

- Complete a quiz
- Write a story or newspaper article about an individual from the past
- Give four facts about a historical event

Using the 'History Progression of Skills' document as a guide, teachers record if pupils are working 'at', 'below' or 'above' age related expectations. These records help to inform the teacher's annual statutory judgement at the end of the academic year.