



Sheep Dip Lane
Academy



Exceed Learning Partnership
• EVERY CHILD • EVERY CHANCE • EVERY DAY •

History Policy: Sheep Dip Lane Academy



Responsible Governing Board	Local Governing Board
Responsible Persons	Principal
Date of last review	January 2022
Review Date	January 2025

Version Control

Version	Revision Date	Revised by	Section Revised
V1			All sections – revised document

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1. Purpose

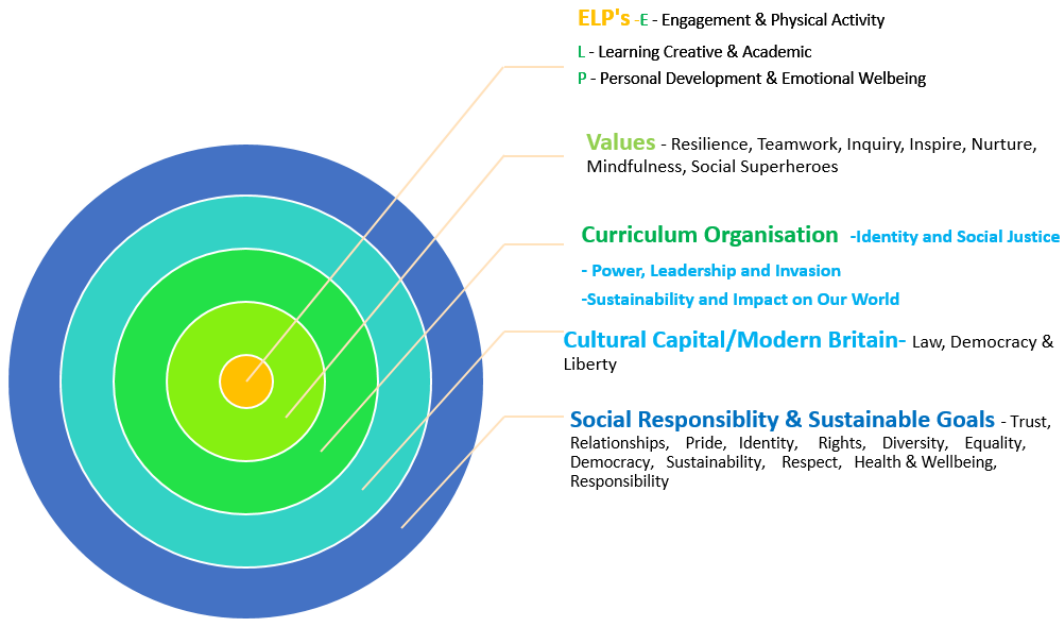
- 1.1 This policy sets out our intent for the teaching and learning of History, how this is implemented across all year groups and phases and the expectations of staff so that we have quality and consistency for all.
- 1.2 At Sheep Dip Lane Academy we aim for a high quality history curriculum that ignites in pupils a real curiosity and fascination about Britain's past and that of the wider world. Our aim is to fulfil the requirements of the National Curriculum for History whilst also being fully inclusive to every child; providing a broad, balanced and differentiated programme of study that encompasses British Values throughout.

At Sheep Dip Lane Academy we expect all staff to adopt the following principles and use these consistently within their teaching and learning of History.

2. Intent

2.1 It is our ambition that children learn about inspiring and challenging historical themes which enable them to develop their personal choices, attitudes and values. Through finding out about how and why the World, our country, cultures and local communities have developed over time, children understand how the past influences the present, and this develops a context for their growing identity.

We believe that our teaching in history is important in broadening children's horizons, challenging preconceived ideas and developing life skills that prepare them for high school and beyond.



Our curriculum focused strands that are predominantly History focused are Identify and Social Justice and Power, Leadership and Invasion.

3. Implementation

3.1 In ensuring high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school. History is taught as part of a termly strand, focusing on the knowledge and skills stated in the National Curriculum. Our History Schemes of learning support staff in the implementation of the History curriculum, ensuring that our key themes and 'Inquiry Questions' are woven throughout each year group and are seen in everyday practice. As well as this, the History Learning schemes ensure that the teaching of History is highly effective, providing support when developing subject knowledge and planning. Our History lessons provide a variety of opportunities for children to expand their vocabulary through careful planning, discussion, research and reading.

At Sheep Dip Lane Academy, we ensure that history has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences and to work like Historians. Children are given opportunities to carry out historical inquiries by using research to answer their own questions or pre-planned questions. They are encouraged to use a range of historical tools in order collate information about a period in history or an historical event, and then are able to present their findings and apply the knowledge they have gained in a variety of ways. 'The Key Strands' such as 'invasion' or 'social justice' are at the core of all our history topics, building on, or adding to, those aspects studied in previous year groups; historical skills are taught in tandem with 'the key strands', providing the children with the appropriate skillset and understanding.

3.2 Teaching and learning strategies:

At all times we aim to make our delivery interesting and based on first hand experiences wherever possible in order to stimulate the pupil's enthusiasm. We do this by linking practical investigations with theoretical content, such as class trips to Gainsborough Old Hall, Cusworth Hall, Murton Park Viking Village etc. and by developing their understanding of investigation by including primary and secondary sources of evidence.

E.g. (artefacts, books, search engines) and emulating the skills used by historians, archaeologists, palaeontologists etc. We also encourage high quality questioning from both the pupils and as starting points for each new topic. Empathy is also encouraged and knowing that personal viewpoints can skew interpretation.

3.3 Progression and schemes of learning

In addition to this policy please refer to the academy progression document overview and phase schemes of learning: EYFS Nursery and Reception, KS1 Y1 and Y2, LKS2 Y3 and Y4 and UKS2 Y5 and Y6.

4 Impact

4.1 At Sheep Dip Lane Academy, the impact of our history curriculum should provide our children with:

- The knowledge and understanding of people, events and contexts from historical periods covered
- The ability to think, reflect, debate, discuss and evaluate the past
- The ability to think critically about history and communicate confidently their interpretations about what they have learnt
- The ability to consistently support, evaluate and challenge their own and other's views using detailed, appropriate and accurate historical evidence derived from a range of sources
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics

5 Learning Intentions and Key Knowledge Component/Assessment Criteria

5.1 Marking is undertaken in accordance with the learning intention and steps to success/key knowledge components. Where appropriate we mark with the pupil present. The teacher then can refer back to each lesson's bookwork, evaluate a pupil's understanding through questioning and recall at the end of a unit key knowledge and evaluate the pupil's main piece/s outcomes. The teacher summative assessment is record each term and then evaluated to form an end of year outcome to be reported to parents and carers, leaders and LGB annually.

Date of Policy

January 2022

To be reviewed January 2025

Signed: Principal



Signed: Governor / Chair of Governors

