



English Martyrs'

CATHOLIC VOLUNTARY ACADEMY

English Martyrs' Catholic Voluntary Academy History Subject Policy



“At English Martyrs’ Catholic Voluntary Academy, we offer a broad-based curriculum which promotes the spiritual, moral, cultural and physical development of our pupils and prepares them for the opportunities, responsibilities and experiences of adult life.”

Our statement of Intent for History:

English Martyrs’ aims for every child to experience an individual learning journey in History in order that they make excellent progress from whatever their starting point may be. History is one of our three ‘Driver Subjects’ at English Martyrs’ - meaning that it is integral to driving the learning within our termly topics throughout the school. These topics are guided by the National Curriculum and shaped to explore the children’s interests.

Our local history as a school, and as a community, is celebrated regularly with links to local notable people and historical events including: the history of local education at Trent College and our own school’s recent 50th anniversary; historical crime and justice in Nottingham; and the history of trade and manufacture in Long Eaton. In addition, we also make connections to ancient history through such projects as our exploration of Stone Age art in the area (Cresswell Craggs) and the ancient Kingdom of Benin through its links to our sponsored school in Ghana. Through all this, our children form an inspiring and stimulating connection between past and present which brings their history to life.

In line with the National Curriculum (2014), English Martyrs’ ensures that a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It inspires our pupils’ curiosity to know more about the past. Our teaching equips pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgment. Through our curriculum, 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.



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NOTTINGHAM

English Martyrs’ Catholic Voluntary Academy,
Bracken Rd, Long Eaton, Nottingham NG10 4DA
Tel: 0115 973 3209
enquiries@englishmartyrs.derbyshire.sch.uk



**St Ralph
Sherwin**
Catholic Multi Academy Trust



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History in the EYFS

History is taught through the 'Understanding of the World' area of learning in the EYFS curriculum. Using the indoor and outdoor environments children are encouraged to play, observe, explore and investigate. Learning about the recent past and the world around us makes a significant contribution to developing a child's knowledge and understanding of the world and prepares them for learning History in KS1.

Our Implementation: Teaching and Learning in History

The teaching and learning of history is integrated into our learning challenge curriculum with History often being the "driver" for the overall question. However, the history curriculum is delivered explicitly so that children know exactly which subject they are learning within each topic. In order to ensure an individual learning journey, pre-learns are used to ascertain every child's prior knowledge and skills before each topic. Teachers then adapt plans accordingly to support every child being challenged at the 'leading edge' of their learning. 'Skills sheets' and 'Knowledge Mats' are then produced and given to the children so that they can understand the aims of the topic. Varying teaching methods are adopted to suit a range of learning styles and resources are provided in order that all children are able to access the learning

Long-term and Medium-term plans show the curriculum coverage of History. Progression in the objectives and skills can be seen across the year groups. The Subject leader has a thorough knowledge of the skills which are linked across the year groups and are therefore non-negotiable in order for children to make connections and build on prior knowledge. The subject leader has also identified new knowledge or "sticky knowledge" which must be purposefully taught and learnt. Short Term plans are produced by class teachers on a fortnightly basis for the teaching of History.

Our Impact in History

We have self-evaluated our outcomes as Outstanding in history for the following reasons: The vast majority of pupils are working at ARE or GDS in History, with all year groups making progress throughout the academic year. Pupils can articulate their knowledge and understanding of History in a clear and consistent manner, appropriate for their age. This is evident consistently in their work produced.

Termly book scrutiny by the subject leader ensures that teachers have correctly identified vulnerable groups or focus children in each year group to allow for interventions to take place in order for these pupils to make rapid progress. Interventions for vulnerable groups such as SEN, EAL and Pupil Premium are a strength of the school.

Assessment

History is assessed using teacher judgements through observation of children's involvement and their produced outcome in lessons. Teachers make an assessment of the children's progression in alignment with the outcomes of the National Curriculum for their specific Key Stage and Year Group/s and highlight the child's skills sheet accordingly. This skills sheet then becomes a working record of the child's achievements and progress to date.

Monitoring and Review

Under the SLT, the Subject Leader will regularly monitor children's work and of the quality of teaching and learning in History. The role of the subject leader involves supporting colleagues, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. Monitoring will be carried out through:

- Learning walks
- Book scrutinies
- Environment checks (displays, skills boards etc)
- Pupil voice meetings
- Staff interviews/questionnaires

Policy written by: Jo Pettifer - September 2019

Reviewed by:



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