

<u>Subject History</u>  <u>Subject Lead: K. Wakefield</u> <u>2025-26</u>	Subject Intent: What is History and how do we approach this subject as a school? At St. Columb Major, we approach History with curiosity and questioning minds, giving pupils the opportunity to explore their responses to a range of Historical knowledge and understanding. Pupils consider the attitudes of people and how these have changed over time and develop skills of reasoning and enquiry to identify how historians know what to believe. Pupils will have opportunities to explore significant people, visit relevant places and talk to experts so that they can further their experiences. Pupils are encouraged to challenge their view of themselves, their community, and the wider world, offering a critical view to explore if what History tells us is true. We endeavour to provide exciting and challenging influences that bring History alive and make links that consolidate and further their understanding throughout the journey through the past. With every passing year here at St. Columb Major, we want the children to be inspired, enriched and in awe of all there is to find out about what came before and how that impacts on us today. We will strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talent, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this.			St Columb Major Academy School Priorities: 1. <u>Culture:</u> To embed, model and promote the school's rules and values in both the school environment and out in the community; developing the understanding about behaviour needs and positive ways to support these. 2. <u>Curriculum:</u> To implement and embed mixed-age planning and new rolling topic plans for all subjects; ensuring clear progression of learning tasks and vocabulary. 3. <u>Pedagogy:</u> To embed the Core Habits across the school for teaching in all subjects; ensuring consistency of practise, with particular focus on the teaching of Maths, Reading and Writing in order to ensure the best outcomes for all groups.
Teaching Key vocabulary prioritised including question stems to assist with enquiry. Knowledge Organisers in place Sequences of teaching and learning built for each component (built on prior learning and assessed with an initial activity) Reflective practise building on previous experience- I do, we do you do. Strong focus on discussion and building language skills.	Personalised Learning Quality First Teaching Variety of ways of recording outcomes including cross curricular links- eg: Art/Music/Science. Adaptative Learning to meet needs of learners using strategies for SEN grid. Groupings and seating within class	Resources Books Historical Society subscription Key stage history Use of resources, models and images including artefacts. Visits/ weblinks with key figures of knowledge or experience. Local environment. Visitors with primary evidence of the time.	Cultural Capital First-hand evidence Wide range of visits, including a local sites. History Topic Days Economic awareness developed through: - Exploration of how people lived in the past. For example, Cornish Miners, Castle-an Dinas. - Promoting empathy for the situations and circumstances people in the past found themselves in.	Assessment Formative assessments by all adults in all lessons to reframe learning (if required) Marking of learning Initial Elicitation Tasks Summative assessments on end of term subject grids (R-A-G) to reflect attainment of the class as an overview and to identify gaps.
Inclusion - SEND Quality First Teaching Planned additional support from adults (and as required) High Quality Interventions Differentiated learning IEP Targets SEND document – support pupils to access history	Curriculum Scope and Progression Exceeds the requirement of the NC through: - Opportunity for enquiry - First hand experiences - Creative planning Component parts are sequenced to build on prior learning Disciplinary and Substantive knowledge mapped out across the school Reconnect lessons to fill any missed, rusty or lost learning. Revisit KIRFS to fix learning in long term memories.	Working as a Historian -Collect and evaluate information -Identify primary and secondary sources -Ask and answer questions about Historical events. -Analyse written records, images and evidence. -Develop curiosity -Linking to what they already know. -Questioning validity and plausibility. -Being able to explain their reasoning.	Monitoring Formative and summative assessments Book Looks Learning Walks Pupil conferencing Analysis of KIRFS Monitoring of units written in Knowledge Organisers. Study of KIRFS for each year group. *Assemblies presented by subjects to highlight and promote the subject. Aspects to focus on careers as a Historian.	Outcomes Revisiting key aspects of learning from the previous year. Teachers aware of the children's strengths and weaknesses, gaps and topics taught. Reflects on units taught so far and success in each class in understanding through assessment. Focused on the learning required to achieve the composite in each unit and how the lessons build to this achievement.
Disadvantaged Pupils Quality First Teaching Planned additional support from adults (and as required) Planned interventions as required	Transition Information and data sharing with class teachers Links with secondary school to share information Open evenings and afternoons, visits by secondary school staff.	CPD History Leaders – termly meetings with Kernow Learning History leads. Personal investigation of current issues and thinking in the teaching of History.	Strengths High impact activities including trips, visits from key experts and creative teaching strategies. Development of questioning focuses throughout the school to assist with enquiry.	Next Steps Investigate implementation of how specific components of each History lesson build for the children in the classroom. How is History being assessed and how each year group are achieving.

	Investigate how History is taught at secondary.		Long Term planning building on knowledge, understanding and key experiences.	(Assessment) Implementation of mixed age planning-review and support teachers where required.
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