

Intent



At Crabbs Cross Academy, the delivery of the subject of History is deeply rooted in our commitment to 'flying high...creating success together.' We believe that history is a powerful tool for understanding the past, fostering a sense of identity, and preparing our pupils for a successful future. Aligned with the National Curriculum for History, our vision is to cultivate a passion for learning about the diverse narratives that have shaped our world.

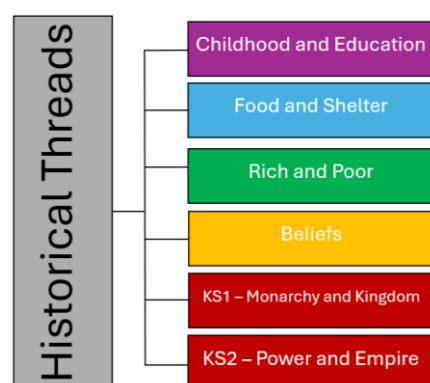
We have created an immersive and inclusive history curriculum that ignites curiosity, critical thinking, and a love for discovery. In the spirit of 'flying high,' we aim to elevate our students' understanding of history, inspiring them to soar beyond the confines of textbooks and engage with the stories of people, cultures, and civilisations. Through collaborative and interactive learning experiences, we encourage our pupils to question, analyse, and draw their own conclusions about historical events, fostering a sense of ownership in their academic journey.

As we focus on 'creating success together,' our history curriculum emphasises kindness, honesty, respect, and courage. We believe that understanding diverse historical perspectives cultivates open-mindedness and an appreciation for the connection of human experiences. By exploring history as a collective journey, we equip our students with the skills and knowledge necessary to navigate the complexities of the world.

Our vision for History at Crabbs Cross Academy is a commitment to nurturing kind, respectful, and courageous individuals who, like the pioneers of the past, are prepared to shape a future filled with understanding, tolerance, and success. Together, we lay the foundation for our pupils to grow in their learning, empowering them to confidently step forward into the challenges and opportunities that lie ahead.

Historical Threads

At CCA, our sequences of learning are enriched by weaving together the historical themes of Childhood and Education, Food and Shelter, Rich and Poor, Beliefs, KS1 – Monarchy and Kingdom, and KS2 – Power and Empire. These threads intricately shape and guide our planning, creating a seamless sequence for the history curriculum. This thoughtful integration enables pupils to not only identify but also appreciate each of these thematic elements throughout their educational journey.



Implementation



History Coverage within the Curriculum

In our dynamic history curriculum at Crabbs Cross Academy, we:

- Prioritise a multifaceted approach to engage pupils in rich historical exploration.
- Cultivate a broad vocabulary of everyday historical terms, ensuring pupils can articulate their understanding with precision.
- Develop robust questioning skills, actively participating in discussions, and honing their ability to ask and answer insightful questions.

The curriculum encourages the selection and use of diverse sources, including stories and artifacts, empowering students to demonstrate a nuanced understanding of key historical events. Furthermore, our focus on developing chronologically secure knowledge extends to British, local, and world history, fostering a comprehensive view of the past. Pupils are guided to make meaningful connections, identify contrasts, and analyse trends over time, providing them with a holistic and interconnected understanding of history.

Research-Based Learning:



To ensure that our students soar higher and achieve success together, our lesson structure is meticulously designed. Embracing the ethos of 'flying high and creating success together,' we prioritise a sequence that incorporates prior learning, fostering an environment where children not only acquire more knowledge but also retain it effectively.

Opportunities for revisiting facts and deepening historical understanding are deliberately built into lessons. Talk tasks and 'Activation of Prior Learning' activities play a pivotal role in this structure, encouraging collaborative discussions and active participation. By integrating these elements, our lessons become purposeful, contributing to a shared journey of continuous learning and success.

Substantive Knowledge

Topical Knowledge: Pupils are taught substantive concepts, such as rights, peace, invasion, trade, war, empire, and monarchy. They are embedded throughout the curriculum so that each one is planned to be encountered multiple times throughout the curriculum.

Disciplinary Knowledge

Over time, pupils at CCA develop their knowledge of:

- Sources and evidence
- Historical interpretations
- Cause and consequence
- Change and continuity
- Similarity and difference
- Historical significance

Impact



Crabbs Cross Crucial Questions



To empower our students as historians, our lesson planning incorporates 'Crabbs Cross Crucial Questions,' fostering reflective thinking on historical knowledge and the application of essential vocabulary. The school's learning environment integrates historical technical vocabulary, which are presented, spoken, and utilised by all pupils. The displays not only exhibit excellent examples of work created by pupils, but also demonstrate key learning concepts.

Crabbs Cross Crucial Questions are used to assess pupils' understanding of the content taught within each history lesson. After teacher analysis of this assessment, teachers can use this to inform the planning of the upcoming lessons within the sequence of learning.

Each lesson, pupils are assessed against their learning objectives and the 'Steps to Success'. This allows teachers to obtain accurate assessment information about their pupils and informs the teachers' planning, so that they can provide further support, to ensure that all learners 'fly high' with their history. Teachers capture an overall assessment of the unit to allow children to know and understand their own strengths and interests, teachers to adapt classroom delivery of the curriculum and Subject Leaders to identify highly skilled children in different curriculum areas.

Professional Development for Teachers

- In our commitment to enhance the proficiency and delivery of the history curriculum, our teaching staff undergo robust professional development facilitated by the Director of School Improvement within the trust.
- Professional Development is designed to be effective, research-driven, and tailored to the evolving needs of both teachers and pupils. Through this process, our staff are guided through research-driven modules that align with best practices in history education.
- To ensure consistency and the application of historical skills, we actively monitor and analyse pupil books, fostering a dynamic feedback loop that encourages continual improvement and alignment with our educational goals.

