

History Policy



Wheatley Hill Community Primary School

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Wheatley Hill Primary School History Policy

At Wheatley Hill Primary school, we aim to provide an engaging curriculum that ensures our children become caring, confident, capable and creative individuals. This policy is a statement of our aims, principles and strategies for the teaching of History at Wheatley Hill Primary School.

Introduction:

This policy outlines the purpose, nature and management of the History taught and learnt in our school. History is a foundation subject within the National Curriculum. The school policy for History reflects the consensus of opinion of the whole teaching staff. It has been drawn up as the result of consultation with staff and has the full agreement of the governing body and teachers. The implementation of this policy is the responsibility of all the teaching staff.

Rationale for History Teaching

History is an integral part of the curriculum at Wheatley Hill Primary School. History education is based primarily on people and their environments. Pupils should develop a secure knowledge and understanding of Britain's past and that of the wider world. It must be rooted in practical experiences that inspire children's curiosity, allowing them to be critical thinkers; asking questions, sourcing evidence and making informed judgements. History enables children to understand society, the process of change and gives them a sense of identity. History themes are mapped out for each year group so that children learn in a chronological narrative, from the earliest times to the present day. All of these key skills are built on and embedded throughout school with trips and visitors arranged, wherever possible, as a stimulus for children's learning.

History aims:

At Wheatley Hill Primary School we aim:

- To foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer
- To enable children to know about significant events in British history and to appreciate how things have changed over time
- To develop a sense of chronology
- To know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education
- To understand how Britain is part of a wider European culture and to study some aspects of European history
- To have some knowledge and understanding of historical development in the wider world
- To help children understand society and their place within it, so that they develop a sense of their cultural heritage
- To develop in children, the skills of enquiry, investigation, analysis, evaluation and presentation

Skills & Knowledge:

Skills and knowledge are an integral part of History teaching. Our curriculum is based on the teaching of historical knowledge and historical enquiry skills and therefore they are included in each lesson. The knowledge to be taught and skills developed are outlined on each year groups progression document. The teaching of these progresses through each year group to ensure children are given opportunities to build on and achieve each area of learning.

The Role of the History Co-Ordinator is to:

- Ensure the History curriculum meets the aims and objectives of the school.
- Support, guide and motivate teachers and other adults of the subjects
- Ensure colleagues are aware of current initiatives.
- Evaluate and monitor the effectiveness of teaching and learning within the school.
- Monitor progress towards targets for pupils and staff to inform future priorities and targets for the subject through:
 - Book scrutiny (workbooks and floor books)
 - Scrutiny of planning
 - Lesson observations
 - Looking at displays and photographs
 - Discussions with staff
 - Analysis of assessments
 - Arranging appropriate CPD for staff members
- Review current practice in school, evaluating strengths and areas for development
- Lead staff meetings as appropriate
- Review and revise policy
- Audit resources and order resources when needed
- Keep regular contact with Governors
- Write School development plan and a SEF
- Attend relevant in-service training and prompt others about relevant training
- Representing the school in local cluster groups

Foundation Stage:

History in the Foundation Stage (EYFS) and Nursery is taught as an integral part of the Expert Focus covered during the year. We relate the historical aspects of the children's work to the objectives set out in the EYFS, Understanding the world, which underpin the curriculum planning for EYFS Foundation Stage children. History makes a significant contribution to the objectives of developing a child's knowledge and understanding of the world through a range of different activities. Planning of the subject takes place through use of Floor Books and work is evidenced in Floor Books and the children's individual Learning Journals.

Key Stage One:

The National Curriculum Programmes of Study at Key Stage One focuses on developing children's knowledge, skills and understanding of History. Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know 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 should use a wide vocabulary of everyday historical terms. They should 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 should understand some of the ways in which we find out about the past and identify different ways in which it is represented

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally.
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.
- Significant historical events, people and places in their own locality.

Each of the points above are taught and revisited several times throughout Key Stage One.

Key Stage Two:

The National Curriculum Programmes of Study at Key Stage Two also focuses on developing children's Knowledge, skills and understanding of History. Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Each of the points above are taught and revisited several times throughout Key Stage Two.

Capturing learning within History:

Pupils are encouraged to record their work using a variety of methods and therefore communicate their findings to others. These may include written or verbal conclusions, charts, collages, models, pictures and role play activities. History will be captured both in individual exercise books and in floor books. History books will be used to record the learning which takes place within a 'block' of History teaching. Floor Books are used to evidence whole class activities and show learning stories for History skills and objectives.

Planning of History:

Long Term Plans:

The History curriculum follows the skills outlined by the National curriculum YEAR. The skills presented on the schools long term plans are taken directly from the National curriculum for both Key Stages One and Two. Along with other foundation subjects, History is taught in block units.

Medium Term Plans:

Our medium-term plans break down the yearly overview into smaller steps providing clear details of the skills taught within each unit. Each year group has been provided with a progression document which outlines clearly all of the Historical skills and objectives that need to be taught. The document splits the objectives into five categories including: Historical Terminology, Cause & Consequence, Historical Enquiry & Interpretation, Understanding Connections and British & World History. The document also outlines key vocabulary which children need to be taught alongside each unit.

Short Term Plans:

The class teacher is responsible for writing the plans for each lesson (short-term plans). These weekly plans list the specific learning objectives and expected outcomes for each lesson and give details of how the lessons are to be taught.

Through History we can also:

- Improve pupils' skills in reading, writing, maths and computing
- Develop pupils' thinking skills
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues
- Develop pupils as active citizens
- Develop independent learning and collaborative skills.

Cross-curriculum links in History:

English:

History makes a significant contribution to the teaching of English (Reading & Writing) in our school because it actively promotes the skills of reading, writing, speaking and listening. We focus on the key vocabulary of the subject and use writing frames as appropriate. Children are provided with opportunities to write at length in English with an expert focus on historical concepts with the aim of showing consistency in writing across all subjects.

Mathematics:

Teachers actively seek opportunities to make historical links within mathematics. Historical data is explored by means of chronology, dates, graphs and time.

Computing:

Pupils will be provided with opportunities to develop and apply their computing capability to support their learning in History. Computing enhances our teaching of History, wherever appropriate, in each key stage. Each teacher ensures it is used as a teaching tool where appropriate. Computing is used to enhance skills in historical research and in presenting written work.

Assessments:

Assessment is an integral part of teaching and learning in school. Children's progress should be monitored through observation and work produced against the teachers planning and learning objectives. An assessment system has been designed for each year group for each term throughout the academic year. Class teachers will assess children using the assessment sheets located at the end of the History progression document. The History Co-coordinator will keep a copy of these levels. The assessment sheets then inform future planning as well as to sustain continuity between classes and progression of pupils learning.

Marking and feedback

Feedback to pupils should be provided on their attainment against the objectives of History. During History lessons teachers assess the children through observation, questioning, speaking and listening activities and through written tasks. Written or verbal feedback is provided to all children for every History task to encourage the children to guide their own progress. All work in the children's books is marked in line with the marking and feedback policy.

Monitoring and Evaluating:

History will be monitored throughout the school by the History co-ordinator, who will be responsible for gathering samples of curriculum work.

The History Co-ordinator will also monitor History planning and children's workbooks to ensure that objectives and skills are being effectively taught and match the needs and abilities of the pupils.

Lessons ideally will also be monitored to help promote quality of learning and standards of achievement in History.

The History Co-ordinator will be responsible for evaluating History within the school and ensuring appropriate strategies are put in place to improve.

Equal opportunity:

In line with our Equal Opportunities Policy, we are committed to providing a teaching environment that promotes learning. Children are given opportunities to work with others, listen to each other and treat everyone with respect:

- We plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background.
- We are aware of different learning styles and the need to allow pupils to be able to work in their preferred learning styles for some of the time.
- We use materials for teaching which avoid stereo-typing, and bias, towards race, gender, role or disability.
- We deal with such issues clearly and sensitively when they arise.

Scaffolding & Differentiation:

At our school we teach History to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our History teaching we provide learning opportunities that enable all pupils to make progress. We use a range of strategies to support pupils and ensure that pupils' needs are catered for in each aspect of the curriculum. A few of these, particularly relevant to History are:

- The use of several levels of difficulty of vocabulary in class lessons by the teacher e.g. areas of housing/residential areas.
- Modified text passages as expected in other curriculum areas.
- Different levels of written or oral questions for pupils investigating photographic or other visual materials.
- Careful use of support for pupils with English as an additional language.
- Awareness of the problems colour keys provide for colour-blind pupils.

Our assessment process looks at a range of factors: classroom organisation, teaching materials, teaching style, and differentiation, so that we can take some additional or different actions to enable the child to learn more effectively. This ensures that our teaching is matched to the needs of all children.

To ensure all children achieve their full potential, intervention groups may be created. These groups would focus on key objectives identified by the class teacher. Interventions may be taught separately or additionally to the full class History lesson. Staff delivering the interventions will use a variety of materials to further support children and where necessary these children may take part in 'pre-teach' sessions to ensure good progress within History.

For our more able pupils we will expect:

- Teachers to provide teaching and learning experiences that encourage pupils to think creatively, explore and develop ideas, and try different approaches. Pupils should be encouraged to set their own questions, offer ideas, suggest solutions or explanations, and reflect on what they have heard, seen or done in order to clarify their thoughts.
- Greater independence in working, e.g. a pupil to be able to carry out their own simple historical enquiry.
- Avoid giving gifted pupils additional writing tasks and encourage them instead to communicate their understanding in a variety of ways, giving them responsibility for choosing and evaluating the most appropriate method.
- Provide opportunities within History for pupils to develop their skills in other areas, such as intrapersonal skills (for example, opportunities to use initiative), and interpersonal skills (for example, leadership and group membership). These opportunities also relate to the key skills of working with others and improving own learning and performance.
- Opportunities to make the school more environmentally sustainable.

PSHE

- Some of our objectives explicitly develop social, moral, cultural and spiritual education.
- Dealing with attitudes and values are an integral part of History and may link directly with PSHE.

Resources:

Resources are located in the resource cabin and are available for all teachers to use during their lessons. Resources are located within a cupboard inside of the cabin. There is a sign in and sign out sheet for teachers to record which resources they have used. The use of historical resources help to support and stimulate children's historical enquiries. Available Historical resources include: books, artefacts and visual aids,