



History Policy

Wath Victoria

Reviewed: September 2023

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History Policy

Intent

The intention of history teaching here at **Wath Victoria Primary** School is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity, and a cultural understanding based on their historical heritage. Thus, they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. In our school history makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

The intentions of teaching history in our school are:

- 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.

Implementation

History teaching focuses on enabling children to think as historians. We place importance on examining historical artefacts and primary sources. In each key stage we aim give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching, and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways, and that they should always ask searching questions, such as 'how do we know?', about information they are given.

We recognise that in all classes' children have a widely different experiences in history, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty, some children not completing all tasks;
- using teaching assistants to support children individually or in groups.

History curriculum planning

We use a progression of skills taken from the National Curriculum and Chris Quigley Thematic approach to plan our History curriculum. Each key stage, plan learning over a ten-week block and within each ten-week block there are history elements accounted for. Over a two year cycle all children will have covered the objectives required within their phases of learning. We have used the local context as a basis for planning our history areas. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we plan progression into each ten-week block, so that the children are increasingly challenged as they move through the school.

We carry out curriculum planning in history in three phases (long-term, medium-term and short-term). The long-term plan maps the **history themes studied in each term during each key stage, and the children study history themes in conjunction with other subjects.**

We plan themes in history so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and through planned progression built into the scheme of work we offer them an increasing challenge as they move up school.

The Foundation Stage

We teach history as an integral part of the theme work covered during the Foundation Stage. We relate the history side of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. History makes a significant contribution to developing a child's knowledge and understanding of the world, through activities such as dressing up and role play, or discovering the meaning of vocabulary ('new' and 'old', for example) in relation to their own lives.

The contribution of history to teaching in other curriculum areas

English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in English are historical in nature. Children develop oracy through discussing historical questions, or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters, and through using writing frames.

Mathematics

The teaching of history contributes to children's mathematical understanding in a variety of ways. Children learn to use numbers when developing a sense of chronology through activities such as creating time-lines and through sequencing events in their own lives. Children also learn to interpret information presented in graphical or diagrammatic form.

Personal, social and health education (PSHE) and citizenship

History contributes significantly to the teaching of personal, social and health education and citizenship. Children develop self-confidence by having opportunities to explain their views on a number of social questions, such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise and challenge stereotypes, and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures, and they start to develop tolerance and respect for others.

Spiritual, moral, social and cultural development

In our teaching of history, we contribute where possible to the children's spiritual development. We also provide children with the opportunity to discuss moral questions, or what is right and wrong, when studying topics such as the Gunpowder Plot. Children learn about the beliefs of ancient civilisations, such as the animal and sometimes human sacrifices of many civilisations and they find

out how British society has changed over time. The Chris Quigley Thematic approach enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

History and ICT

Information and communication technology enhances our teaching of history, wherever appropriate, in all key stages. The children use ICT in a variety of ways, such as word-processing, finding information on the Internet and presenting information through *PowerPoint*. They can make creative use of the digital camera to record photographic images.

History and inclusion

At our school we teach history to all children, whatever their ability and individual needs. This accords with the school's curriculum policy of providing a broad and balanced education to all children. Through our history teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs; Disability Non-Discrimination and Access; Gifted and Talented; English as an Additional Language (EAL).

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessments made by teachers against the generic learning skills allow us to consider each child's attainment and progress in relation to the levels expected. This helps ensure that our teaching is matched to the child's needs.

Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs.

We enable all pupils to have access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment for learning

Children demonstrate their ability in history in a variety of different ways. Younger children might, for example, act out a famous historical event, whilst older pupils may produce a *PowerPoint* presentation based on their investigation, for example, of voyages of discovery. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.

At the end of a ten-week block of work, the teacher makes a summary judgement about the work of each pupil in relation to the **BAD** assessment tasks, which are planned as part of medium-term plans in each phase. We use this as basis for assessing the progress of the child, and we pass this information on to the next teacher at the end of the year.

Resources

There are sufficient resources for all history teaching units in the school. Some resources are stored centrally whilst others relating to specific units of work are classroom based. The library contains a supply of topic books.

Impact

Monitoring of the standards of children's work in history is the responsibility of the **Understanding the world and ourselves** curriculum team. The work of the **Understanding the world and ourselves Leader** involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Understanding the world and ourselves Leader, in consultation with the headteacher, evaluates the strengths and weaknesses in history. Impact of teaching and learning is evaluated annually and the subject leader action plans for development as a result.

This policy will be reviewed at least every two years.