

## Wheatlands Primary School History Policy 2021

At Wheatlands Primary School, history is taught with the intent of giving children a secure, chronological understanding of key events during British History, as outlined in the National Curriculum. Children will also cover several aspects of 'World History' which will help to broaden their own knowledge and experiences of other cultures. Wherever possible, teachers will help children to understand the impact that earlier civilisations have had on our local area in order to further develop children's knowledge and sense of pride in Redcar and its surroundings. The children will also cover two discreet local history topics to further support this.

There is a strong emphasis on children developing the skills they need to become independent, thoughtful and resilient historians. They will develop their skills in investigating sources of information and be able to form their own conclusions on a key date, event or figure as well as asking questions to further develop their understanding.

*'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 should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. 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.'* National Curriculum for England History 2014

### Aims in the teaching of history

At Wheatlands Primary School, we use the aims as set out in the National Curriculum to form the basis of our own curriculum which has been modified to suit the needs of the children of Wheatlands.

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between

cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

### Entitlement

All pupils are entitled to access the History Curriculum regardless of race, creed, ability or gender. They must have regular access to history appropriate to their age, ability and stage of development. We strive to meet the needs of pupils with special educational needs, those with disabilities, and who show a particular gift and talent.

### Aims of the Policy

To ensure the fulfilment of statutory requirements through;

- Providing a broad, balanced, relevant and differentiated history curriculum.
- Developing pupils' enjoyment, interest in and knowledge of history.
- Building on pupils' curiosity and sense of awe in our past and the world we live in.
- Helping each child to gain a level of historical understanding according to individual needs, age and ability.
- To give children a sense of their own identity within our local area.
- Learning about ways of thinking and of finding out about and communicating ideas.
- Exploring values and attitudes through historical experiences.
- Introducing a way of teaching history in a cross-curricular approach and through core subjects where appropriate.

### Teaching and Learning Style

Through our history teaching we provide learning opportunities that enable all pupils to make good progress. We support children in retaining their knowledge and skills over time through the use of our 'knowledge mats'. History teaching focuses on enabling our pupils to think as historians. We encourage them to engage in history by drawing on their existing knowledge, skills and understanding in each particular topic. We try to provide our pupils with opportunities to learn about history in many different ways and where possible, provide opportunities for them to experience life in the past through sensory and first-hand experiences. We provide opportunities for children to learn about the past through artefacts, visiting museums, places of interest and historical sites, drama, role-play and through the use of visitors. Pupils also have access to secondary sources such as non-fiction books, stories about the past, photographs, internet resources and videos.

### History Curriculum Planning

In the Foundation Stage, elements of History are ongoing and fall under the heading 'Understanding the World.' In KS1 and KS2 each year group plans and delivers their own history lessons. Our long-term and medium-term plans map out the skills and objectives covered each term for each year group. These plans ensure progression and coverage of the History National Curriculum programmes of study. We teach our children to use appropriate historical language and vocabulary. Teachers'

planning also shows due regard to our health and safety policy. The teaching of history across the school promotes pupils' spiritual, moral, social and cultural development.

## The National Curriculum

### Early Years Foundation Stage (Understanding the World)

In the Foundation Stage, History is taught under the heading 'Understanding the World.' This covers the subjects Geography, Science, DT, History, RE and ICT. This is a major area of learning and enquiry, focusing on Children's developing knowledge and understanding of their environment, the world around them, other people and features of the natural and man-made world. It provides a foundation of historical, geographical, scientific and technological learning. History mainly falls under the sub-category, 'People and Communities.' Children in the Early Years of development are encouraged to talk about their own past experiences and those of people who are familiar to them. They are encouraged to recall and talk about significant events in their own lives, recognising and describing special times or events for family and friends. By the end of the Foundation Stage our children work towards achieving the Early Learning Goal in 'People & Communities.' Children reaching this benchmark are expected to talk about past and present events in their own lives and in the lives of family members in more depth. They can also describe some similarities and differences between themselves and others, families, communities and traditions. We teach history as an integral part of the topic work through child-initiated and adult-led activities.

### Key Stage 1

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.
- 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.
- Significant historical events, people and places in their own locality.

### Key Stage 2

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.

Pupils should be taught about:

- 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.

#### Assessment and Monitoring

Teachers assess history in line with the assessment and marking policies of the school. We use assessment as an integral part of our teaching process and use it to inform future planning and to facilitate differentiation. Teachers will make a termly assessment of children's progress against the skills required for their own year group. This is reported to parents annually. Assessment is on-going to check the pupils' understanding of the topic and ensure progress is being made.

Monitoring takes place regularly to ensure coverage, progression and continuity throughout the school. This is done through sampling children's work, teacher planning and talking to staff and pupils. Pupils' historical work is regularly displayed throughout the school and lesson observations are used to provide support to other members of staff and as part of professional development.

In the Foundation Stage assessments are made under the main heading of 'Understanding the World.' Assessments are mainly made through observation and questioning. This information is fed into the 'Target Tracker' software and is used to facilitate planning, assessment and reporting.

### Co-ordinators Responsibilities

- Monitoring the teaching and learning of History through scrutinising children's work, taking to children, observing lessons, monitoring planning and giving feedback.
- Managing the History budget.
- Evaluating resources.
- Ensuring shared resources are in order, are accessible and relevant to topics.
- Reviewing policy statements and schemes of work.
- Auditing staff needs.
- Attend appropriate CPD and being informed about current developments in History and disseminating these to staff.
- Review and evaluate the action plan, budget and planning annually.
- Review the History policy at least every two years

Policy Status and Review Written by: Victoria Hall (History Subject Leader)

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