



Wootton-by-Woodstock CE Primary School

Policy Agreed: Sept 2019
Person Responsible: Sarah Brown
To be reviewed: Sept 2022

Policy for History 2019

DEFINITION

- History is a foundation subject of the National Curriculum.
- History involves the study of the past. The past influences all aspects of our lives. Learning about the past and the methods used to study it helps pupils make sense of the world in which they live.

INTENT

- To encourage an interest in the past and give children a sense of perspective and identity through learning about the local area, the country and the wider world in which they live.
- To encourage children to find out about the past, how it differs from, and how it has shaped the present.
- To provide a range of sources to aid historical knowledge and deepen understanding.
- To distinguish between historical facts and the interpretation of those facts.
- To develop the range of skills required to carry out enquiry into the interpretation of primary and secondary resource material.

We foster attitudes of: curiosity, co-operation, open-mindedness, the ability to consider more than one point of view, and a willingness to tolerate and explore uncertainty.

GUIDELINES

CURRICULUM

In Key Stage 2 Osprey (Maple and Willow) and Key stage 1 (Ash) topics are taught on a four year rolling cycle, with objectives on a two year rolling cycle.

We recognise that our rolling cycle makes it impractical to teach history in chronological order therefore we work carefully within blocks of work to show chronological links between areas of study so that pupils get a sense of change over time.

In all classes, work is differentiated as appropriate to allow access to all ages and abilities of children. Where appropriate, history is linked to other topics to foster a broad curriculum. It may be the leading theme for a part of a term or may be taught through cross-curricular links. There may be times when no history is being taught as this subject works in the planning framework as part of a cycle with other foundation subjects.

IMPLEMENTATION

Learning from first-hand experience is given high priority. Visits, visiting speakers, artefact study and fieldwork are essential for enquiry-based learning. Trips and the related activities are carefully planned to maximise learning potential, allowing for the development of skills in observation, questioning and recording. Activities are created which give opportunities to develop, apply and reinforce the range of



historical skills and concepts. Children are encouraged to ask questions, analyse information and communicate knowledge and understanding.

History activities are designed to develop the child's capability to:

- Ask questions, use appropriate spoken language, discuss coherently, draw conclusions.
- Order chronologically and explore changes within and across a time period.
- Plan, organise and research. Interpret and consider evidence and link logically and critically.
- Make use of recording and communicating skills using other areas of the curriculum.

Attention will be paid to presenting children with a balanced range of perspectives: political, economic, technological, scientific, social, religious, cultural and aesthetic. Cross-curricular links will be made where appropriate.

PROGRESSION AND DIFFERENTIATION

We recognise that curriculum planning must allow children to gain secure understanding of each block of knowledge/concepts before they move onto the next. This allows children to gain a secure and progressively deeper understanding and competency, as they move through the school. Progression is mapped using the Target Tracker statement overviews held on Sharepoint (Curriculum 2019)

Foundation Stage children cover the science areas through the Early Years Foundation Stage curriculum under the heading of 'Understanding the world'. Early Years staff (teachers and teaching assistants) carry out ongoing assessments and observations and progress is tracked in children's individual profiles. End of year attainment is recorded in terms of emerging, expected and exceeding in terms of developmental age and these results are submitted to the LA.

At **KS1** 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. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 & 3.

At **KS2** 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.

IMPACT

- Children's achievements are assessed using the statements on Target Tracker, with one set of statements highlighted as the main focus in each topic.



- A portfolio of assessed and annotated children's work will be compiled and kept on the staff room shelf, with the progression materials for teacher reference.

RESOURCES

- A list of history resources is kept on the shelf in the staff room.
- History resources are kept up to date and in good condition and are located in the storage cupboard in the Willow classroom.
- We make use of local human resources (e.g. visiting speakers and adults with particular skills).
- We make use of physical and environmental resources (e.g. museum visits, field trips) and the local environment.
- History can be taught through ICT, making links with museum resource collections and online document libraries.

ICT

ICT is used according to the computing policy. It may be used to access additional sources of information as an aid to historical enquiry and to communicate results and findings.

Children and staff are encouraged to produce work for inclusion on the school website.

MONITORING AND EVALUATION

The school monitors and evaluates on a continuous basis through:

- Lesson observations and the quality of teaching
- Work sampling
- The quality and effectiveness of long, medium and short term planning
- The quality and consistency of assessment and recording
- The quality of resources to support learning

EQUALITY AND ACCESS

All children are given access to the history curriculum irrespective of religion or belief, race nationality, ethnicity, gender, sexual orientation, age, ability or disability, opinion or family background. (See Racial Equality and Equal Opportunities policy)

We recognise that children will come to school with a variety of experiences and we should be prepared to approach them as individuals and draw on their own experiences.

HEALTH AND SAFETY

- Safe and sensible storage and economical use of resources is encouraged.
- Children are encouraged to select appropriate equipment and use it in a disciplined and safe manner.
- In addition see Health and Safety policy

PROFESSIONAL DEVELOPMENT

- Adults are given opportunity to attend INSET and take part in other relevant projects, which allow professional development to take place.

Staff are encouraged to extend professional development and improve their professional practice through personal research, links with museums and institutions.



Spiritual: Explore how lives have been influenced by religion in the past. Religious practices and beliefs have left their mark on countries' landscape, culture and organisation. Understand your place in a culture and its historical development.

Moral: the development of rules and laws in different societies. Understanding different points of view on the events of the past.

Social: How societies have developed in the past, and how they have interacted with each other. The lives of rich and poor in the past.

Cultural: To develop understanding of multi-cultural awareness, sensitivity and respect for those from cultures different to their own. To understand how cultures have developed and to celebrate cultural achievements through history.