



Westhouses Primary School

Welcoming, Hardworking, Positive, Supportive



History Policy 2023

Introduction:

This policy outlines the key focus of the teaching of History at Westhouses Primary School, and provides a framework to support teachers in the planning and delivery of the curriculum.

History is a foundation subject of the National Curriculum and forms the basis of 'topics' or 'themes' for around a half term, which work across the curriculum is based around.

At Westhouses Primary School we aim to be at the heart of our community. From this we have developed our schools vales: Family, Inspiring, Supporting and Creating.

- Family: A friendly atmosphere where everyone can feel confident and happy.
- Inspiring: Encouraging a love of learning, which challenges children to achieve.
- Supporting: Listening to children as individuals whilst supporting their needs with care and respect.
- Creative: Engaging learners through a creative curriculum to become independent learners.

Intent:

At Westhouses Primary School, we view History not only as simple facts and dates but encourage pupils to become detectives who explore the past in an exciting way. History is taught mainly through a topic based approach and gives pupils a chance to explore a wide range of sources from which the past may come alive.

History lessons are underpinned by our History Skills in order to not only provide children with knowledge but also develop historical skills, allowing them to know more and do more, and encourage children to work as historians. History units are planned to ensure that lessons are built upon the key ideas in History and units always work towards children developing knowledge and enquiry skills:

- Pupils will develop a sense of time and chronology.
- Pupils will use a range of historical sources.
- Pupils will have a clear understanding of local, national and international history and its impact on the World as we know it.
- Pupils will have the opportunities to compare and contrast and make links to the differing historical periods.

The National Curriculum (DfE, 2014) for history aims to ensure that all pupils:

♣ 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.

Implementation

History allows our children to compare and contrast, to examine how and why things have changed, to learn about historical characters and expand their research skills. We teach children to be open minded and enquiring thinkers who understand cause and effect. We want them to understand how people have lived in the past and compare this to modern life. We encourage first hand experiences through handling real artefacts and wherever possible arranging field work visits to relevant sites of historical interest in the region or bringing in specialists for in-school workshops.

To ensure high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school. History is a key driver for our curriculum.

In Reception, children will explore the different 'topics' through focused work and continuous provision around the classroom, with specific links to the Early Learning Goals (Understanding the World). As pupils move into Key Stage 1, children continue to learn through topics, which link learning together in half termly blocks. As children progress into Lower Key Stage 2, they begin to focus on discrete areas of History and Geography, linking their learning to prior experiences. Our oldest children in Upper Key Stage 2 then begin to learn through thematic topics, such as Crime and Punishment and exploring Rights and Responsibilities in America: this allows the children to review prior learning and make deeper connections across time periods and concepts in geography. These units allow children to revisit prior learning and make broader comparisons within and across time periods.

The knowledge and skills stated in the National Curriculum/ Early Learning Goals are the backbone of teachers planning. Planning is created by teachers, using the whole school scheme of learning, which is based on the Focus scheme. Teachers are provided with non-negotiable ‘sticky knowledge’, as well as knowledge mats for pupils to revisit this knowledge.

Planning will:

- Set out clear learning objectives, linked to Curriculum programmes of study.
- Use the interests of pupils.
- Use the topic or theme to develop core skills, applying mathematical and English skills taught.

- Ensure progression and continuity of skills across the key stage, making links to prior learning.
- Match the needs of individuals in class to ensure the learning is accessible to all.
- Evaluate and assess understanding, based on non-negotiable sticky knowledge.

Planning should be made available for other members of staff, curriculum and phase leaders and the head teacher by being saved onto the school server.

At the beginning of each unit, children are given the opportunity to share what they know already, as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points. Consideration is given to how all learners will be taught, as well as how learners will be supported in line with the school's commitment to inclusion. During each lesson, children complete 'Flashback Tasks' to retrieve prior knowledge. Children also regularly complete 'Flashback Friday' tasks, to recall key facts from their learning within that year to secure this knowledge into the long term memory.

Within KS1 and LKS2, children have their learning based around 'Topic's focussing on one specific area of the curriculum – this may be, for example, a study of Saxon Britain or Rainforests. In Upper Key Stage 2, children have the opportunity to consolidate their learning through thematic units, such as Crime and Punishment, Rights and Responsibilities etc. These units allow children to revisit prior learning and make broader comparisons within and across time periods and/or countries.

Resources:

Resources are available for all units and are kept within topic boxes, for use as and when required. Communal resources, such as atlases, are stored centrally in the in classrooms. We have also purchased a wide range of additional resources from Derbyshire Resource Services, and have access to additional resources from schools within the Five Pits Partnership.

Cross Curricular Links:

History topics provide many opportunities for cross-curricular links with other areas of the curriculum. Both subjects have strong links with computing). There are various opportunities to use the internet for research and the computers can be used for writing and presentation purposes. There are also many ways to link History with English, such as writing letters/diary entries/weather reports etc. Links with Maths can be achieved through work on timelines/statistics etc. The curriculum themes allow for unlimited opportunities for links between the humanities and other subjects.

Impact

Through our history lessons, pupils should learn key vocabulary and be able to apply their historical skills to a range of historical enquiries (these skills are identified in our intent).

Emphasis is placed on analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world and pupils are curious to know more about the past. Through this study pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We ensure that our pupils are equipped with historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.

Assessment:

At Westhouses, assessment and record keeping is an integral part of our teaching & learning policy. Books and written work provide records of pupils' achievements which help to inform planning for future learning, and reports of progress to parents. Work and planning scrutiny will be carried out, focussing on school and subject specific action plans.

Monitoring and Evaluation

The purpose of monitoring and evaluation activities is to raise the overall quality of teaching and levels of pupil attainment.

The History subject leader monitors planning and children's work on a regular basis. The Leadership Team oversees the work of the subject leaders and may carry out monitoring activities in line with the school's policy for monitoring.

Equal Opportunities

All children are entitled to access the History programmes of study at a level appropriate to their special educational needs, regardless of race, sex, religion, ethnic group, culture or ability. Full integration and participation is achieved for those children with specific physical needs by appropriate planning and differentiation by the class teacher.

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