

## Wilkinson Primary School History Policy – Contents

<b>Introduction</b>	<b>Page 1</b>
<b>Context</b>	<b>Page 1</b>
<b>INTENT</b>	<b>Page 1</b>
<b>Purpose</b>	<b>Page 1</b>
<b>IMPLEMENTATION</b>	<b>Page 1</b>
<b>Curriculum Coverage and Progression</b>	<b>Page 2</b>
<b>Assessment</b>	<b>Page 8</b>
<b>Early Years</b>	<b>Page 8</b>
<b>Monitoring</b>	<b>Page 10</b>
<b>Equal Opportunities</b>	<b>Page 10</b>
<b>Resources</b>	<b>Page 10</b>
<b>Roles and Responsibilities</b>	<b>Page 11</b>
<b>Links to Other Policies</b>	<b>Page 11</b>
<b>Review</b>	<b>Page 11</b>

## **Introduction**

This policy expresses the school's purpose for the teaching and learning of History. It sets out the aims; planning of the curriculum and assessment and monitoring based on the History programmes of study (POS) for Key Stages 1 and 2 (DfE 2014)

Written by:	Mr N Hodges, Mr E Slimm, Mr P Cheshire
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## **Context**

History is an important and exciting area of the curriculum offering opportunities to understand how our societies and our lives that we lead today came to be as they are. It is an area where the child is encouraged to explore the actions of other humans, explore the reasons for those actions and make judgements on those actions. It is an area that allows the child to explore the fundamental issues of who we are and how we came to be as we are.

At Wilkinson Primary School we will aim to allow all children to develop a curiosity and excitement for History and through this curiosity and excitement gain insight into ourselves, the place we live in and the human impact on the wider world.

## **INTENT**

For history our **intent** is that all our children will aspire to know more about the past, understand how societies have changed, developed and influenced each other and developed key historical skills.

## **Purpose:**

Through the teaching of history we aim to:

- 1) provide children with coherent knowledge and understanding of Britain's past and that of the wider world.
- 2) inspire curiosity.
- 3) equip children in being able to ask perceptive questions and to think critically.
- 4) understand how bias affects historical accounts by objectively weighing evidence and sifting through arguments.
- 5) give children the opportunity to develop greater perspective and judgement when looking at historical events.



- 6) provide children with a deeper understanding of the complexity of people's lives across periods of history.
- 7) provide children with an understanding of the diversity of societies and relationships between different groups.
- 8) give the children the opportunity to understand their own identify.  
equip the children to understand challenges of their time in the present day

## **IMPLEMENTATION**

### **Curriculum coverage and progression:**

#### **KEY STAGE ONE:**

- Develop an awareness of the past.
- Use common words and phrases relating to the passing of time
- Know where people and events fit into within a chronological framework
- Identify similarities and differences between ways of life in different time periods.
- Use a wide vocabulary of everyday historical terms
- Ask and answer questions
- Choose and use parts of stories and other sources to show that they know and understand key features of events.
- Understand some of the ways in which we find out about the past
- Identify different ways the past is represented.

H1 - Changes within living memory (that reveal aspects of change in national life)

H2 - Events beyond living memory that are significant nationally or globally.  
(Great Fire of London, first flight, festivals / anniversaries)

H3 - The lives of significant individuals who have contributed to national and international achievements. (Some should be used to compare aspects of life in different periods).

H4 - Significant historical events, people and places in their own locality.

## Historical Skills

- HS1 - Ask perceptive questions
- HS2 - Use evidence and understand how evidence is used:  
Use a range of sources,
- HS3 - Understand Chronology
- HS4 - Think Critically:  
Weigh Evidence, sift arguments and develop perspective and judgement, understand significance, understand limitations of sources, Understand bias (interpretations), Give an opinion and justify it.
- HS5 - Compare / contrast / connections /  
Diversity, similarity and difference. Analyse trends.
- HS6 - Understand cause and effect.
- HS7 - Examine change and continuity

## KEY STAGE TWO:

- Develop a **chronologically** secure knowledge and understanding of British, local and world history,
- Establish **clear narratives within and across** the periods they study.
- Note **connections, contrasts and trends** over time and develop the appropriate use of **historical terms**.
- Regularly address and sometimes devise historically valid **questions** about **change, cause, similarity and difference, and significance**.
- Construct **informed responses** that involve thoughtful **selection and organisation** of relevant historical **information**.
- Understand how our knowledge of the past is constructed from a **range of sources**
- Understand that **different versions** of past events may exist, giving some reasons for this.

- H1 - changes in Britain from the Stone Age to the Iron Age.
- H2 - the Roman Empire and its impact on Britain.
- H3 - Britain's settlement by Anglo-Saxons and Scots.
- H4 - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- H5 - a local history study.
- H6 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- H7 - 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.
- H8 - Ancient Greece – a study of Greek life and achievements and their influence on the western world.

H9 - 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.

## Historical Skills

HS1 - Ask perceptive questions.

HS2 - Use evidence and understand how evidence is used using a range of sources.

HS3 - Understand Chronology.

HS4 - Think Critically:

Weigh Evidence, sift arguments and develop perspective and judgement, understand significance, understand limitations of sources, Understand bias (interpretations), Give an opinion and justify it.

HS5 - Compare / contrast / connections / diversity, similarity and difference. Analyse trends.

HS6 - Understand cause and effect.

HS7 - Examine change and continuity.

## Delivery of the Curriculum

For successful teaching of History there have to be several key elements in place to ensure the past is brought to life.

### 1) A Questioning Approach

Throughout the teaching of History it is important to encourage the children to ask and answer perceptive questions. Most of our History teaching is formed around seven main questions. The children need to begin to develop knowledge of these questions too. The fundamental questions are:

1. What happened in the past?
2. Why did things change?
3. Were things different then?
4. Why did things happen?
5. What do people say about the past?
6. How do we know about the past?
7. How can we recreate the past?

These questions will allow the child to discover History, learn the History, communicate their findings and learn how societies in the past influence societies today.

### 2) Primary, Secondary and Tertiary Evidence:

To discover the past, a wide variety of resources will have to be used. The children should be encouraged to question the evidence to gain the most from that evidence and to begin to understand that the past can be represented in different ways and the reasons for this.

### 3) Visits:

#### a) Places:

Visits to different places can help bring History alive. They can be used to aid understanding, show similarities and differences, develop understanding. Visits can allow the child to visualise events, societies, characteristics in ways which classroom studies cannot.

#### b) Visitors to the Classroom:

Visitors to the classroom can be a valuable source of information. Visitors allow questioning to take place, information to be gathered, awareness of how the past can be represented and how History affects the way we live today.

#### c) Virtual Reality:

Sometimes, visits to a place of historical interest are impossible; such as a visit to the Mayan pyramids or Ancient Rome. However, by harnessing the power of technology, it is possible to visit a place of historical interest virtually using a set of VR headsets. Virtual reality can allow children to have an experience of a site without even having to leave the classroom. Staff have to be aware of certain medical conditions, such as photosensitive epilepsy, before using the VR headsets with their class.

### 4) Knowledge of Chronology:

Chronology is fundamental to the study of History. Throughout the teaching of History it will be important to be continually developing the child's concept of chronology. Children need to be able to develop ideas of time and place. Successful teaching will enable the child to place events and objects in order and so be able to describe differences between times in the past. Chronology will also allow the child to develop particular vocabulary needed for comparisons in History to take place. The correct terminology will allow the child to enquire, explore and explain.

### 5) Other Curriculum area:

Other curriculum areas are ways in which Historical understanding can be developed, refined and extended. All curriculum areas can do this. It will be important for the teacher to use

different curriculum areas to allow the child to learn of main events, people and changes in an interesting and interactive way.

### 6) Creative Curriculum:

History will mainly be delivered through topic lessons and creative writing sessions; however, it will also form a basis of the creative curriculum whereby year groups will centre their creative outcome around a theme. Where history forms the basis of this outcome, it will be taught in a variety of creative lessons across different subjects.

In doing this, the children will be provided with the opportunity to:

- ask and answer perceptive questions.
- make links and connections between different areas of learning.
- recognise patterns and categorise key events.
- understand more complex concepts.
- provide more reasoned explanations.
- understand what is more and what is less important.
- appreciate the relevance of learning.
- use a greater depth and range of historical knowledge to back up their judgements.
- become independent in learning.

### 7) Display:

Display allows the child to see that their work is valued and is important. It is also a way to surround the child with artefacts, evidence, personal opinions and accounts that will help to stimulate thought and develop a questioning approach to History.

### 8) Variety of approach and activities:

It will be important to make sure that lessons are varied so that different concepts and skills are approached in different ways. There should be a good mixture of delivery within the lessons and a variety of types of activity so that the pupil is kept interested in the Historical enquiry.

History is an area that all children can participate in and gain understanding from. It is important to make sure that special needs are catered for so as to allow children with special needs full access to this area of the curriculum.

To cater for special educational needs the teacher will be expected to:

- 1) differentiate work more extensively.
- 2) provide alternate work to allow the child to participate.
- 3) allowing more time for tasks to be completed.
- 4) providing more specialist resources where needed.
- 5) provide additional adult support in cases where the teacher feels this will be beneficial to the child or group.
- 6) providing positive feedback to the child.

### **Assessment:**

Assessment is an important area of the History curriculum. Without assessment there is limited knowledge of how to move the pupil forward, how to judge our teaching of the subject and therefore how to move the subject on.

Assessment at Wilkinson Primary School will be based upon the collection of samples of work. These will be collected during regular subject monitoring. A cross-section of work from a range of abilities will be collected. Each collection of work will be based on a different aspect of the History programmes of study i.e. samples will cover evidence showing:

- chronological understanding
- knowledge and understanding of events, people and changes in the past
- Historical interpretation
- Historical enquiry
- organisation and communication

The evidence will be collected, stored and monitored so as to inform future teaching, learning, levels of attainment and the fine tuning of the schemes of work.

At the end of every term, a foundation subject digital assessment grid will be completed by staff, giving a clear indication as to which of the objectives have been met and by which children. These will be clearly broken down into categories of emerging, expected and exceeding.

### **Early Years:**

History in the Early Years is covered through the strand of Understanding the World. This is then categorised into People and Communities and The World.



### People and communities: Children:

- are curious about people and show interest about themselves and their family.
- enjoy pictures and stories about themselves, their families and other people.
- have a sense of their own immediate family and relations.
- imitate everyday actions and events from their own family and cultural background, e.g. making and drinking tea.
- beginning to have their own friends.
- learn that they have similarities and differences that connect them to, and distinguish them from, others.
- show an interest in the lives of people who are familiar to them.
- remember and talk about significant events from their own experiences.
- recognise and describe special times or events for family or friends.
- show interest in different occupations and ways of life.
- know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.
- enjoy joining in with family customs and routines.

### The World:

- explore objectives by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.
- remember where objects belong.
- match parts of objects that fit together, e.g. put lid on a teapot.
- enjoy playing with small-world models such as a farm, a garage or a train track.
- notice detailed features of objects in their environment.
- comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.
- can talk about some of the things they have observed such as plants, animals, natural and found objects.
- talk about why things happen and how things work.
- develop an understanding of growth, decay and changes over time.
- show care and concern for living things and the environment.
- look closely at similarities, differences, patterns and change.

**Online safety:**

All online resources used by the children in school will have been planned for carefully ensuring both the appropriateness of the resources to the lesson intent and safety of the children whilst using the resource.

**Monitoring:**

History curriculum leads will monitor the planning and delivery of History in order to ensure that the children gain maximum impact for their time at Wilkinson. Monitoring takes a number of formats including:

- Observations of lessons.
- Monitoring of Planning.
- Monitoring of assessments.
- Monitoring of work completed.
- Pupil voice interviews.
- Monitoring of trips and visitors.

**Equal opportunities:**

- The school maintains its policy of equal opportunities as appropriate for History
- Sessions and resources are made available to all pupils regardless of gender, race or abilities.
- The class teacher differentiates work by task, resource or support, to ensure the individual needs of more able and SEND pupils are met.
- It is important to note that a pupil with SEND in English or Maths (for example) will not necessarily have SEND in History. Staff are aware that mixed ability pairings may be effective in certain circumstances but should be aware of a more able child dominating the pair.
- Through History topics covered all pupils will feel their contributions are valued, pupils will feel they are able to contribute, pupils will feel their interests and beliefs are catered for and that all pupils will have access to resources being used

**Resources:**

History is resourced topic by topic and topic boxes are kept in the classrooms. A list of the content of these is kept in each box and in the curriculum folder. Subject leaders are responsible for ensuring that teachers have access to suitable resources which enable effective teaching and learning in history. Trips and visitors also form a key part of the resources used in History.

## **Roles and responsibilities:**

Those involved with the development of this policy and in management of the History curriculum include:

- Mr Hodges and Mr Slimm as Curriculum Leads organise training for relevant staff members and manage resources. They are responsible for designing the curriculum and monitoring its effectiveness, responding to this accordingly. All this they report to the Governing Body and the Senior Management Team.
- Mr P Cheshire – works as part of the History team and supports on the delivery of History
- Teaching staff and support staff are responsible for the planning and delivery of lessons and for the assessment of knowledge and skills. Teaching staff will receive ongoing training as required to support with delivering the curriculum.
- Mrs C Gibbon - Head Teacher – responsible for oversight curriculum/policies
- Parents and Carers – supporting school by encouraging their children to complete any homeworks tasks that relate to history and support their children in particular interests relating to the topics that they are studying.

## **Links to other Policies:**

When considering History at Wilkinson, you should also regard the following:

EYFS policy,  
Safeguarding and child protection policy,  
Digital safeguarding policy  
Computing policy  
Equality policy.

## **Review:**

- This policy will be reviewed annually by the History subject leader and leadership team and shared with the school community.