

# Woodlands Primary School

## History Policy



<b>Written by</b>	Lucy Farrington and Jack Adams
<b>Date for Review</b>	November 2019
<b>Signed – Headteacher</b>	

This policy has been impact assessed by Mary Chatley in order to ensure that it does not have an adverse effect on race, gender or disability equality.

**Woodlands Primary School**  
**History Policy - 2016**

**1 Introduction**

- 1.1 This policy outlines the purpose, nature and management of the history taught and learnt in our school. History is a foundation subject within the National Curriculum and is part of the Early Learning Goals in the Understanding the World section of the Foundation Stage.
- 1.2 The school policy for history reflects the consensus of opinion of the whole teaching staff. It has been drawn up as the result of consultation with staff and has the full agreement of the governing body and teachers.
- 1.3 The implementation of this policy is the responsibility of all the teaching staff.

**2 The Nature of History**

- 2.1 History is concerned with the past. It is the historian's view of the past and is a mode of enquiry.
- 2.2 History is our chronological record of what happened in the past. It involves the study of men, women and children in different societies, cultures, countries and classes. Through history, children can begin to learn and understand something about the past and its influences on life today.  
History is about using a range of sources of information and asking the questions, HOW? WHAT? WHO? WHY? WHEN?  
It is about building a picture of what has happened and about making links between different periods of history, taking into consideration the effects of interpretation.

**3 Entitlements**

- 3.1.1 All children will be given the opportunity to gain a coherent knowledge and understanding of Britain's past and that of the wider world as outlined in the National Curriculum for the Foundation Stage and Key Stage 1 and 2.  
The programme of study specifies the historical content to be taught. All children should be given the opportunity to make progress and develop their knowledge, application and understanding of the matters, skills and processes specified in the programme of study. This will be achieved by teaching the following key elements:
  - Chronological knowledge and understanding of British, local and world history.
  - Establishing clear narratives within and across periods studied.
  - Highlighting connections, contrasts and trends over time.
  - Appropriate use of historical terms.
  - Addressing and devising historically valid questions about change, cause, similarity and difference, and significance.
  - Constructing informed responses that involve thoughtful selection and organisation of relevant historical information.
  - Understanding of how our knowledge of the past is constructed from a range of sources.
  - Understanding of "both the long arc of development and the complexity of specific aspects" (N/C) within a historical unit - this will be achieved by combining overview and depth studies of a specific unit.

- 3.2 All children have an entitlement to access the programme of study at an appropriate level.
- 3.3 All pupils at Woodlands will have equal access to the history curriculum. The teaching of history avoids stereotyping and is sensitive to race, class and gender issues.

#### **4 Implementation**

- 4.1 The programme of study, as set out in the statutory orders, forms the content of the school's curriculum for history. Appendix A shows how the separate units of the programme of study have been allocated over Key Stage 1 and 2.
- 4.2 The activities which the children undertake are planned using the aims, subject content and matters, skills and processes outlined in the history programme of study.
- 4.3 An investigative approach to history is promoted at Woodlands, inspiring pupils' curiosity to know more about the past, to ask perceptive questions and to evaluate evidence critically. Children are encouraged to consider themselves as "Time Traveller Detectives", using evidence to help them gain access to an understanding of the past. This involves encouraging children's active participation in enquiry by providing opportunities for the children to handle and consider a range of primary and secondary sources of evidence, by using ICT for whole class and independent research, by organising visits to museums and other places of historical interest, by inviting visitors to school (including historians, local experts, and leaders of interactive workshops), and by making use of resources offered by other outside agencies such as National Archives.
- 4.4 The teaching of history is organised in a variety of ways. This depends on the nature of the learning objective, individual/group approaches and class demands. Alternatives include:-
- teaching history in a focused way
  - integrating history within the subject matter of other termly topics
  - exploiting links with other subject areas where appropriate, in particular I.C.T. English, geography, design technology and art.
- 4.5 Children will record their work in history in a variety of ways. They may annotate evidence, write recounts, diaries and stories, use charts and graphs, produce pictures, posters, newspapers, comic strips (ICT) and timelines, record or film discussions, take and manipulate photographs, participate in role-play, debates or interviews, and construct models. The nature of this recording will be decided by the class teacher and/or the pupil depending on the task.
- 4.6 Appropriate and continual use of historical vocabulary is part of good practice in primary history. At Woodlands pupils will be exposed to and encouraged to use historical vocabulary. Historical language can be used in discussion, topic glossaries and in displays.
- 4.7 Children will be given the opportunity to use a wide range of primary and secondary sources. These include books, pictures, paintings, photographs, film, printed

sources, government records, diaries, genuine and replica artefacts, maps and oral evidence. These will be an integral part of learning.

- 4.7.1 Sources and teaching resources can be found in topic boxes located in year group cupboards and classrooms, the school library and in the staff PPA room.
- 4.7.2 Sources and resources are available for children of all abilities.
- 4.8 Children will be encouraged to bring items of interest to school to stimulate discussion and to display inside and outside the classroom.
- 4.9 All children will have the opportunity to use I.C.T. to research and record work.
- 4.10 All teachers are responsible for planning and teaching history. They are also responsible for ensuring that class helpers and teaching assistants are conversant with Woodlands history policy.
- 4.11 Activities within the classroom and further afield will comply with the guidelines in the school health and safety policy.
- 4.12 Pupils at Woodlands will be taught history in their normal class groups and on occasions as a year group. Children with special educational needs will be given the opportunity to learn at their own level, either individually or in small groups with teaching support.
- 4.13 Children's work may be displayed in classrooms and/or the school. Children will, at times, be involved in the selection, evaluation and display of history work.

## 5. Assessment

- 5.1 Assessment in history is based on six key elements: chronological understanding; how evidence is used; connections; narratives across time; using evidence to explain responses and devising questions. In KS1 and KS2 each year group has attainment target grids for each topic which spread the assessment of the children against the key skills over the course of the year. In KS1 assessment grids should be kept at the back of the topic folder so the assessment is clearly visible. In KS2 children are to have a dedicated history book for each year of the curriculum, with assessment grids stuck into the back cover of the book.

Assessment will help teachers to:-

- identify what has been learned
- monitor pupils' progress in cross curricular elements
- diagnose and identify ways of overcoming difficulties
- monitor pupils' progress in history.

Assessment will be undertaken using the following methods:-

- observation of pupils
- talking with pupils
- marking written work
- self-assessment

- peer assessment
- the evaluation of discussion
- drama work

5.2 On-going assessment will be recorded on individual pupils.

## 6 Reporting.

6.1 Parent consultation sessions in both the Autumn and Spring terms provide an opportunity to report pupils' progress. Formal, individual reports are sent home at the end of each academic year.

## 7. Inset/Needs

7.1 Regular meetings with staff and Head Teacher and subject leader provide the opportunity to identify any inset needs and curriculum requirements.

## 8. Background Information

8.1 This policy was informed by reference to the statutory History programme of study for key stage 2 of the National curriculum in England (published in September 2013).

## 9. Review

9.1 The Head Teacher and staff will review this policy in the Autumn term 2019.

## APPENDIX A

How the units of the programme of study for Key Stage 2 have been allocated to Year Groups:

### Year 1

- The Victorians
- Artists through time
- Castles

### Year 2

- Queens
- The Great Fire of London

### Year 3

- Changes in Britain from the Stone Age to the Iron Age
- A local history study

### Year 4

- Roman Empire and its impact on Britain
- The achievements of the earliest civilisations (including a depth study of Ancient Egypt)

### Year 5

- Ancient Greece - a study of Greek life and achievements and their influence on the western world
- 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

### Year 6

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- A non-European society that provides contrasts with British history (Mayan civilization c. AD 900)

Signatures: \_\_\_\_\_

Date