



## **Westgate Primary School History Policy**

### **The Importance of History**

History is about real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships. History fires the children's curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world.

Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, children develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society.

What they learn can influence their decisions about personal choices, attitudes and values. In History, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view – skills that are essential in adult life.

At Westgate Primary School we firmly believe in the important role that History has to play in the development of children and through our teaching of the subject we are committed to providing all children with learning opportunities to engage in History.

### **Aims**

At Westgate Primary School we aim to:

Use primary and secondary source materials so children can develop understanding of chronology, interpretation skills and empathy by investigating human achievements and aspirations and the major issues and events in the history of the UK and the world.

### **Objectives**

History provision in the Foundation Stage is linked to the six areas of learning; with particular relevance to the area about knowledge and understanding of the world. Children in Reception and Nursery are given the opportunity to explore, observe and find out about people, places, technology and the environment. The objectives of History teaching in KS1 and KS2 are based on the requirements of the National Curriculum programmes of study for Key Stages 1 and 2.

Each year group covers 2 or 3 History units over the course of the year which covers statutory requirements and is linked to other curriculum areas to add breadth of study. Skills learnt in English, Maths and Computing are consolidated through the creative curriculum where children's learning is linked across a whole school theme incorporating all other areas of learning including History.

### **Teaching and Learning:**

The school uses a variety of teaching and learning styles in History lessons. Our principal aim is to develop the children's knowledge, skills and understanding in History and we use a variety of teaching and learning styles in our History lessons. We believe children learn best when:

- they have access to, and are able to handle artefacts,
- they go on visits to museums and places of interest,
- they have access to secondary sources such as books and photographs,
- visitors talk about personal experiences of the past,
- they listen to and interact with stories from the past,
- they undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives,
- they use drama and dance to act out historical events,
- they are shown, or use independently, resources from the internet and videos,
- they are able to use non-fiction books for research,
- they are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

## **Planning**

### **Long term plans:**

The long term plans include the school themes to be covered for each age group that promotes both curriculum continuity and progress in children's learning.

### **Medium term plans:**

The medium term plans include the school theme with key History skills that can be taught through weekly key questions. Linked key skills in other subjects are also shown with discreet subjects taught alongside. A 'wow' event for the theme may be included on each medium term plan.

### **Knowledge Organisers:**

The KO gives teachers an overview of the unit of work. It links to units that children have already been taught previously, any links with different subjects within their year group and shows how this learning will be used in future topics.

### **Short term plans:**

Short term plans are the responsibility of the individual teacher who builds on the medium term plan by taking account of the needs of children in a particular class and identifies which activities might be taught and which strategy to use.

## **Progression**

As the children move through the Key Stages teachers should expect to see:

- Increasing accuracy in observation, description and recording,
- Increasing depth of follow up analysis,
- Increasing complexity of ideas/techniques used,
- Pupils working with increasing independence.

## **Assessment, Recording and Reporting**

Assessment is an integral part of the planning and the method of assessment will be determined by the activity. It could include: observing children at work; questioning, talking and listening to children and evaluating work produced as the result of historical study. After each History topic a post assessment test is taken by the children and the results are collated. This gives teachers explicit evidence about what children have learnt and retained.

Assessment information is used to assist teachers to plan their work with the class and prepare their reports to parents.

Children's annual school report indicates the effort and progress that children have made each year in History.

## **Role of the Subject Leader**

*The role of the History subject leader is to:*

- lead the teaching of History within the school, through the implementation of a yearly action plan, informed by their monitoring and evaluation of the teaching of History through school,
- monitor the implementation of the policy and scheme of work and make changes where necessary,
- ensure continuity and progression of the teaching and learning of History across the Key Stages and the school,
- order and maintain resources, managing a budget where allocated,
- make staff aware of changes/ thinking in History,
- support staff who are less confident with History,
- provide staff training and development where necessary,
- provide an example of good History practice,
- liaise/ collaborate with History subject leaders in the Family of Schools as appropriate, in order to share learning and examples of good practice,
- support staff in the further development of assessment of History.

## **SEN, Inclusion and Equal Opportunities**

Our commitment to equal opportunity will be reflected in our delivery of the History curriculum. Full access to the History curriculum will be offered to all children. We set high expectations and provide opportunities for all pupils to achieve, taking account of pupils with SEN or disabilities; pupils from all social, cultural and linguistic backgrounds and more able pupils. History provides opportunities to discuss positive images of other people and places to challenge negative stereotypes.

We recognise that there are children of different abilities in all classes and we ensure that we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by;

- Setting common tasks which are open-ended and can have a variety of responses,
- Setting tasks of increasing difficulty to challenge and extend pupils,
- Providing resources which are free from discrimination and stereotyping and are of different complexity, matched to the ability of the child,
- Using teaching assistants to support the work of individual children and groups while promoting participation and independence.

## **Monitoring and review**

Monitoring is carried out by the subject leader for History and by the senior leadership team, in the following ways:

- Informal discussion with staff and pupils
- Scrutiny of medium term planning and Knowledge Organisers
- Observation of History displays
- Looking at children's written work for History
- Classroom observation

Information gathered through monitoring activities is used to inform subject leader action planning, and the School Improvement Plan, as appropriate.

**This policy was agreed in July 2022, and is subject to review every three years.**

**Signed:** (On behalf of the governing body)

**Signed:** (Head teacher)

**Date:** 11/07/2022