

West End Primary School
History Policy
2023

Philosophy

At West End Primary School, we are committed to providing all children with learning opportunities to engage in 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.

Subject Aims

Our aims at West End Primary School:

- To instil in the children a curiosity and understanding of events, places and people in a variety of times and environments.
- To develop an interest in the past and an appreciation of human achievements and aspirations.
- To understand the values of our society.
- To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another.
- To develop a knowledge of chronology within which the children can organise their understanding of the past.
- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours.
- To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials.
- To distinguish between historical facts and the interpretation of those facts.
- To understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial.

Curriculum

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through history, the children learn a range of skills, concepts, attitudes and methods of working.

Early Years

During the Foundation stage, the children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation stage, history makes a significant contribution to developing a child's knowledge of the past.

Key Stage 1

The National Curriculum Programme of Study at Key Stage 1 focuses on developing children's 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. Children 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.

Pupils should be taught about:

- Changes within living memory.
- Events beyond living memory that are significant nationally or globally.
- The lives of significant individuals in the past who have contributed to national and international achievements.
- Significant historical events, people and places in their own locality.

Key Stage 2

The National Curriculum Programme of Study at Key Stage 2 should continue to allow children 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. Children 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, 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.

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age.
- The Roman Empire and its impact on Britain.
- 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.
- A local history study.

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- 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.
- Ancient Greece – a study of Greek life and achievements and their influence on the western world.
- A non-European society that provides contrasts with British history.

Progression and Continuity

The activities in history build upon the prior learning of the children. Each lesson will begin with four prior learning questions: learning from last lesson, this term, last term and last year. Whilst we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we ensure continuity and progression so that there is an increasing challenge for the children as they move up through the school.

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, CDs 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.

Planning

History lessons will be planned in line with the National Curriculum so that teaching is strengthened and pupils' historical knowledge and understanding can be improved. History will be taught both as a discrete subject and in a cross-curricular way when the opportunity presents itself. Modules will be designed to enable pupils to achieve stated objectives. Pupil progress towards these objectives will be recorded by teachers as part of their class recording system and shared with the history subject leader for whole school tracking purposes.

Assessment

Pupils' work will be constantly monitored and assessed using a variety of methods including:

- Observation of pupils at work, as individuals or in a group.
- Questioning, talking and listening to pupils.
- Considering work produced by pupils and discussing this with them.
- Tracking depth of learning.
- Prior knowledge will be revisited and consolidated through the use of prior learning questions.

Inclusion

The school aims to encourage all pupils to reach their full potential through provision of varied opportunities. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through our school.

We recognise that some children will move beyond any particular level and that others will need extra support. Pupils with special education needs will work on the same topics at different rates and levels through open ended tasks matched to individual abilities and needs. Greater depth pupils will tackle more complex issues and understand more difficult concepts.

All children will be given equal access to history irrespective of social class, gender, culture, race, disability, or learning difficulties. Respect and tolerance for all cultures will be promoted through the study of history.

Resources

There is a range of age appropriate resources to support the teaching and learning of history, including the local area, across the school. We have a range of books and interactive boards to access the internet as a class.

Visits are planned to enhance learning and give hands on activity. People with an interest, or expertise, in a particular topic or area of history could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.

We have replicas of artefacts to engage the children's interest and generate historically appropriate questions.

The West End History Curriculum is outlined in a reference document available to all adults within the school. This enables them to make links between the topics throughout school by outlining prior and future learning.

Health and Safety

In order to access and benefit from the entire history curriculum, pupils must feel safe within the classroom and around school. This can be monitored through all staff following health and safety procedures of the school.

When organising and undertaking trips outside of the school grounds, risk assessments are undertaken, pre-visits are made and first-aid kits, alongside pupils' emergency contact details and medical information, are carried at all times.

When handling materials, pupils will be observed washing their hands before and after handling as well as being aware of any allergies which could be triggered.

September 2023