

# Warden House Primary School



## History Policy

Agreed by the Senior Leadership Team: Term 6 2023

*'A people without the knowledge of their past history, origin and culture is like a tree without roots.'*

*Mary Myatt 2020*

### INTENT

Some pupils at Warden House have limited experiences beyond home and school relating to history, we endeavour to use regular opportunities to visit local areas of historical significance. By doing this within our history curriculum provision, we anchor the pupils with concrete experiences which they can build on to develop the more abstract concepts of the past. By blocking units and integrating an enquiry-led approach to our history teaching and learning, we aim to ensure that the children widen their knowledge and understanding of the world, increase their subject vocabulary, develop curiosity and heightened critical thinking skills and understand how individuals and events from the past have influenced the present and continue to do so.

At Warden House, we foster pupils' curiosity about the past in Britain and the wider world, encourage thinking about how the past influences the present, help them develop a chronological framework for their knowledge of significant events and people, establish a sense of identity and an increased understanding of pupils' own position in their own community and the world, develop a range of skills and abilities – particularly those related to finding out about the past, explaining what happened and what people then and now think about what happened.

Pupils will undertake a broad and balanced programme that takes account of all abilities, aptitudes, and physical, emotional, and intellectual development. Through history, pupils will learn a range of skills, concepts, attitudes, and methods of working.

### IMPLEMENTATION

The school uses a variety of teaching and learning styles in history lessons. Our principal aim is to develop the pupils' knowledge, skills and understanding in history. We believe in whole-class teaching methods and combine these with enquiry-led research activities. A range of knowledge retrieval strategies are designed and used, to help pupils recall what they have been taught, to monitor their progress and develop future learning. Misconceptions are challenged and cognitive load is recognised and kept to a minimum.

### **EYFS**

'Understanding the World' will involve guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences will increase their knowledge and sense of the world around them past and present – from visiting parks, libraries and museums. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our cultural and historical diverse world.

## **Key Stage 1**

In Year 1 and 2 pupils will:

During Key Stage 1, pupils find out about significant men, women, children, and events from the recent and more distant past in Britain and the wider world. They listen, and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

## **Key Stage 2**

In years 3, 4, 5 and 6 pupils will:

learn about significant people, events, and places from both recent and the more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological, and scientific, social, cultural, or aesthetic perspectives. They use various sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people, and developments. They also learn that the past can be represented and interpreted in diverse ways.

## **IMPACT**

All pupils will achieve the best possible outcomes. This will be reflected in the pupils' work, demonstrating that skills and knowledge within the history curriculum are developing and becoming embedded.

## **Inclusion**

In all classes there are children of differing ability and age. We recognise this fact and provide suitable learning opportunities for all children (including those who may be gifted and talented or have additional needs) by matching the challenge of the task to the ability of the child.

## **Equal opportunities**

All children are entitled to an enriched, broad and balanced History Curriculum.

## **Health & safety**

Any trips outside of the school must be risk assessed.

## **Assessment, recording and reporting**

The History subject leader and class teacher are responsible for assessment, attainment monitoring the standard of the children's work and the quality of teaching in History in line with the school's assessment policy. The subject leader is responsible for supporting colleagues in the teaching of History, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school.

## **The role of the subject manager**

The subject leader will complete an annual action plan where they evaluate the strengths and weaknesses in the subject and indicate areas for further improvement. Throughout each academic year, the subject leader must undertake monitoring of History across the whole school.

## **Review**

This policy will be reviewed by the *Senior* Leadership team as part of the school's two-year review cycle to evaluate the school's progress towards its targets, with additional required action to be identified and tracked by the *Senior* Leadership team. Progress will be discussed with the school *Senior* Leadership team and reported to the governors. This evaluation will form the basis for an action plan, which will then inform the school Short Term Plan.