

History Policy



Warden House Primary School

Review date: Term 1 2022

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

Mary Myatt 2020

Intent:

Because the 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.

In EYFS children will:

Begin to explore, learn and apply a range of history skills to be learnt through opportunities in 'Understanding the World'. 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. Early Learning Goals support teachers in assessing children's development and the following Early Learning Goals can be linked to supporting learning foundations for history:

ELG: Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

In KS1 children will:

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.

In KS2 children 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 are embedded across the whole school.

Inclusion

In all classes, there are children of differing abilities; stages of development and stages of understanding. We recognise this fact and that children's learning is understood developmentally, and provide suitable learning opportunities, for all children, by matching the support and scaffold given to access the learning tasks to meet the needs of the child.

Cross-curricular links

Cross-curricular opportunities will be made across subjects where this supports intended learning outcomes, these links will be delivered in a creative and irresistible way.

Assessment, recording, reporting and feedback

The subject leader and class teacher are responsible for assessment, attainment and monitoring the standard of the children's work and the quality of teaching in history, in line with the school's assessment policy.

Some examples of methods of assessment that will be used are:

- Pupil voice – to check understanding of knowledge, progression of skills, and confidence in discussing their learning.
- Monitoring of display and books.
- Feedback from parents and guests who attend show case events.

The role of the subject leader

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 subject leader will:

- Monitor the standards in the subject to ensure that outcomes are at expected levels.
- Highlight / Celebrate successes.
- Collate appropriate evidence over time – this should show that pupils' skills and understanding develop over time.
- Provide ongoing support to colleagues.
- Discussing resource needs with teachers.
- Identify areas of CPD need for history across the 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 against its action plan, with additional required action to be identified and tracked by the history subject leader. 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.

This Policy was written by Christine Bristow – Subject Leader

Reviewed by Senior Leadership Team Term 1 2021