

Walbottle Village Primary School History Policy



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This document is a statement of the aims and principles for the teaching and learning of History at Walbottle Village Primary School.

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1. Introduction

This policy reflects the aims and values of Walbottle Village Primary School. It ensures all stakeholders, including staff, local advisory board, parents and pupils, are working towards the same goals.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines (if appropriate)
- Provide clear information to parents and carers about what their children will be taught
- Allow the Local Advisory Board to monitor the curriculum
- Provide Ofsted inspectors with evidence of curriculum planning and implementation

2. Subject vision

Walbottle Primary School believes that the teaching of history opens pupils' minds to the past. It gives them a knowledge and understanding of what happened in the past and the skills to: interpret significant events, supported by evidence; learn about significant people recognised globally, nationally and locally; understand and evaluate change and recognise that causes lead to consequences. Making sense of this knowledge helps them develop an understanding of the world in which they live.

3. Aims and outcomes

By the time pupils leave the school, they should:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Be able to use a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid

questions and create their own structured accounts, including written narratives and analyses

- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Have historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short and long-term timescales

4. Teaching and learning

History is taught in single-age classes by class teachers every other term. In the term we don't teach History, we teach Geography. Because of this, our history lessons are 1hr 30minutes. Lesson plans are based around the subject's long-term plan and resources available, with objectives adapted to suit the stage of development for the pupils in each class. The teaching of history might involve:

- Whole-class teaching
- Small group discussions
- Reading from textbooks or internet sources
- Handling artefacts
- Looking at historical photographs
- Individual projects/research
- Role play
- Field trips
- External speakers

5. Curriculum overview

Pupils will follow a curriculum that gradually develops learning, the outcome being the acquisition of knowledge and skills that enable each pupil to enquire, research and analyse. Pupils will have a coherent understanding of Britain's history, as well as that of the wider world, and the chronology that underpins both. Children will know more, remember more and understand more.

5.1 Early Years Foundation Stage (EYFS)

Through the Early Learning Goal of Understanding the World, teachers will cover aspects of history within living memory and areas of history that are appropriate to their topics.

5.2 Key Stage (KS) 1

In KS1, pupils will:

- Develop an awareness of the past and use common words and phrases relating to the passing of time
- Learn where the people and events they've studied fit within a chronological framework and be able to identify similarities and differences between ways of life in different periods
- Use a wide vocabulary of everyday historical terms
- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events
- Understand some of the ways in which we find out about the past and identify different ways in which it is represented
- The topics we teach in history are outlined in the curriculum map for history (this can be found on our website).

5.3 Key Stage (KS) 2

In KS2, pupils will:

- Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study
- Note connections, contrasts and trends over time, and develop the appropriate use of historical terms
- Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information
- Understand how our knowledge of the past is constructed from a range of sources

The topics we teach in history are outlined in the curriculum map for history (this can be found on our website).

5.4 Programmes of study

Key Stage 1

Children will learn about events within and beyond living memory. These events may have happened on a national or global level. They will also learn

about those individuals that shaped society, and they should compare aspects of life in different eras.

Key Stage 2

During Key Stage 2 pupils learn about the Stone Age to the Iron Age in Y3, the Roman Empire in Y3, The Vikings and Anglo Saxons in Y4 as well as a local history study at some point during their time in lower KS2. The children will learn about several events in history that occurred in Britain after 1066 including The Plague and WWII. They will also learn about an ancient civilization such as Ancient Egypt and Ancient Greece and a non-European society that contrasts with British History.

Below are the areas of history we teach across the year in each year group, following the Curriculum for history:

	Autumn 1	Spring 1	Summer 1
Year One	How have toys changed?	Grace Darling: a local hero MONARCHY	Why did the Great Fire of London happen? MONARCHY
Year Two	The Space Race	The Great Fire of Newcastle	Women's rights and equality RIGHTS
Year Three	How did Britain change from The Stone Age to the Iron Age? TRADE	What was the Roman Empire's impact on Britain? INVASION EMPIRE	Local History Study: The Roman Wall WAR
Year Four	Where did the Anglo-Saxons settle in Britain and why? PEACE	Vikings vs Anglo-Saxons: who won the struggle for the Kingdom of England? INVASION WAR	The Plague
Year Five	Ancient Egyptians EMPIRE TRADE MONARCHY	British Monarchs MONARCHY RIGHTS	WWII WAR RIGHTS INVASION
Year Six	Ancient Greeks EMPIRE TRADE RIGHTS	The Kingdom of Benin EMPIRE TRADE	Local History Study: The Rocket vs Puffing Billy

In each term the substantive knowledge that the children will learn is highlighted in colour. The children will build on this knowledge throughout school. Additionally, they will learn key skills for history such as using evidence, continuity and change, cause and consequence and significance.

6. Cross-curricular links

History shares links with the following subjects:

- English: development of literacy skills through reading and writing
- Maths: analysing numerical data and understanding chronological terminology
- RE: deeper understanding of different religions and their influence
- Computing: use of the internet for research
- Geography: reading maps and a greater awareness of global and local changes

- Spiritual, moral, social and cultural (SMSC): encourages empathy towards other cultures and religions, and reflection on moral issues.

7. Assessment and recording

7.1 Assessment

Walbottle Village Primary School uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now, and what they will learn next.

Knowledge and Understanding of the World based activities and experiences within the Early Years will be recorded and assessed using Tapestry.

Formative assessment

Formative history assessment is ongoing and will be used to inform teachers in relation to their planning, lesson activities and differentiation.

Summative assessment

Summative assessment is completed termly, based on the historical skills that the medium-term plan requires as a key focus.

At the end of each school year pupils will be assessed within 1 of the following bands:

- Pre-Key Stage (PKS)
- Working Towards the curriculum (WT)
- Working at Expected (EXP)
- Working at Greater depth (GDS)

After each unit, KS1 and KS2 pupils answer a series of questions on an online quiz based on their current history learning. The teacher uses this knowledge to make judgements, alongside formative assessments during the term. The teacher will decide if the child is WT, EXP or GDS. Using the assessment report from our online quizzes, the teacher will use the gaps in learning to focus his/her flashback fours for the next unit of work. The flashback four helps children understand and remember more about their history learning. The teacher will use recap questions from previous lessons and units from different years and key stages to create, discuss, and correct misconceptions. This will help to close gaps in learning.

Each class teacher will complete a termly record. See the school assessment policy for further details.

Work samples and photographic evidence may be kept to contribute to individual records of achievements.

Marking

Children receive regular feedback and marking follows the school's marking policy (please see our marking policy).

7.2 Recording

For example:

In history, pupils will record their learning in the following ways:

- books that will be handed up
- Reception-Individual Learning Journey

This may take the form of photographs, pictures, notes or written work, and may be worksheet-based or fully independent.

8. Resources

8.1 Textbooks and other equipment

A range of teacher made worksheets and resources found online from Plan Bee and Twinkl may be used to support teaching.

8.2 External speakers, local museums, trips

Visits and visitors will be used to enhance history learning in each Key Stage.

9. Roles and responsibilities

9.1 Headteacher

The headteacher at our school will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out

9.2 Subject leader

The subject leaders at our school will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD

- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development

9.3 Link Local Advisory Board

The link Local Advisory Board responsible for history at our school will:

- Monitor the impact of the subject across the school and on pupils
- Monitor teacher workload and professional development
- Ensure subject action plans are suitable
- Monitor the quality of resources
- Keep track of pupil and parent engagement with the subject
- Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

9.4 Classroom teacher

Classroom teachers at our school will:

- Teach and assess the subject according to the principles laid out in this policy
- Report to the subject leader
- Maintain subject knowledge and appropriate CPD

9.5 Parents

The parent community at our school will:

- Make sure their children are prepared for learning
- Monitor the completion of homework including a creative project to support the learning

10. Inclusion

Teachers set high expectations for all pupils in history. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment

- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so pupils with SEN and/or disabilities can study history, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in history.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

11. Links to other policies

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- Marking policy
- SEN policy

12. Monitoring and review

This policy will be reviewed by staff and Local Advisory Board every 2 years.