

# Wardley CE Primary School

## History Policy



Name of Reviewer	Mark Foster
Date of Approval of Governing Body	June 2023
Signature of Chair	<i>Alan Johns</i>
Signature of Head	<i>Mark Foster</i>
Date Due for Review	June 2026

### **EQUALITY STATEMENT**

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

We review all policies and procedures we operate to ensure there are no negative equality impacts based on the following protected characteristics: age, disability, ethnicity & race, gender (sex), gender identity & reassignment, pregnancy & maternity, sexual orientation, religion & belief and non-belief as outlined in the Equality Act 2010. If you feel, on reading this policy that there may be a negative equality impact, please tell us about this. Please also let us know if you need to access this policy in a different format. You can do this by contacting the school office.

## **Our school vision**

We are a Church of England school that values and recognises the uniqueness of each individual child and acknowledges their fundamental right to be educated to their full potential in a safe, secure and caring environment. Our ethos is built on Christian foundations and drives our belief that we can do all things.

Wardley CE Primary School is committed to continual improvement to ensure that what we do today is even better tomorrow. We provide a happy, secure and supportive learning environment where the children develop independence and work hard to make the most of their talents, and that 'We can do all things' within a deep and rich curriculum.

*We can do all things through Christ who strengthens us. Phillipians 4:13*

## **Practical ways in which we attempt to carry out our school vision**

### ***Through the Christian value of respect:***

- Having strong ethics to underpin our decision making and actions.
- Creating an environment which promotes the Christian ethos of trust, respect and honesty to enable people to flourish.
- Promoting a sense of justice.
- Creating a strong moral purpose which underpins everything we do

### ***Through the Christian value of friendship:***

- Having an inclusive ethos to create a school in which everyone is welcome and everyone is equal.
- In celebrating diversity we value the strengths of all and embrace differences.
- Engaging stakeholders within and beyond the school.

### ***Through the Christian value of trust:***

- Having a strong sense of teamwork amongst all members of the school community.
- No matter how small, we value every contribution and support each other to reach our goals.
- In respecting each other, we strive to not let each other down.
- In feeling valued and empowered people have a desire to go the extra mile.

### ***Through the Christian value of courage***

- Recognising, supporting and developing everyone's potential.
- Nurturing skills and promoting opportunities.
- Creating an environment for people to think positively and take risks.

### ***Through the Christian value of perseverance:***

- Through continual enhancement we are constantly striving to achieve high standards, we never stand still.
- All improvements are underpinned with high aspirations.
- When problems arise, we must hold on to our vision and find solutions.
- We inspire and innovate and we support others to do the same.

### **Spiritual Moral Social & Cultural Statement**

At Wardley CE Primary School we aim to encourage children's interest and understanding about the life of people from the past and ways in which it differs from the present. 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 spiritual, moral, social and cultural (SMSC) relationships.

Spiritual education in history involves the mystery of how and why events in the past happened and helping children to realise that events did not have to happen that way, they could have taken other directions. This is a vital part of almost all history lessons at Wardley CE Primary, focusing on cause and consequence. History also involves exploring the significance some individuals have had in the past and how their actions still impact us today. The use of sources and artefacts allows children to understand similarities between people now and people in the past and bring them closer to how people in history felt.

Moral education in history involves children having the opportunity to comment on moral questions and dilemmas. History helps us to recognise that there is right and wrong but sometimes there are very complex situations. Children learn how to empathise with the decisions individuals made in the past, based on their historical situation and learn to develop their opinion on these matters.

Social education in history helps children to consider what past societies have contributed to our culture today. Children's own social development is encouraged through group work and problem solving. History also is a key part in developing a child's skill of expressing themselves clearly and communicating better.

Cultural education involves children developing a better understanding of our multicultural society through studying links between local, British, European and world history.

### **Intent**

At Wardley CE Primary School, we are HISTORIANS! We want our children to love history. We want them to have no limits to what their ambitions are and grow up wanting to be archivists, museum curators, archaeologists or research analysts. Our aim is that, through the teaching of history, we stimulate all children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, in order to develop a sense of identity and a cultural

understanding based on their historical heritage. This enables our children to learn to value their own and other people's cultures in modern multicultural Britain.

We aim to make all children aware of the actions of important people in history and enable children to know about significant events in British history, whilst appreciating how things have changed over time. History will also ensure our children understand how Britain developed as a society, contributing to their understanding of their country of residence. Furthermore, our children will learn about aspects of local, British and Ancient history. This wider awareness leads to the children having some knowledge of historical development in the wider world. We believe that by allowing the children to understand the importance and enjoyment of history through different opportunities, they will become enthused learners in history. In history at our school, we will also give children opportunities to develop their skills of enquiry, investigation, analysis,

Our subject intent is that to be a historian at Wardley CE Primary means that you have:

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics

## **Implementation**

At Wardley CE Primary School the teaching and learning of history focuses on enabling children to think as historians.

At Wardley CE Primary School across key stage 1 & 2, there are four key threshold concepts that the children will keep returning to in their history work. This is the

disciplinary knowledge that we have identified that runs throughout our history curriculum

- To investigate and interpret the past.
- To build an overview of world history.
- To understand chronology.
- To communicate historically.

At Wardley CE Primary School our history curriculum is shaped by an ‘enquiry’ based approach in which the children’s learning is shaped by key questions and lines of enquiry.

At Wardley CE Primary School we enable children to find out about the past from a range of sources – using primary and secondary sources, handling artefacts, making use of local area and visits to museums and sites of historical significance.

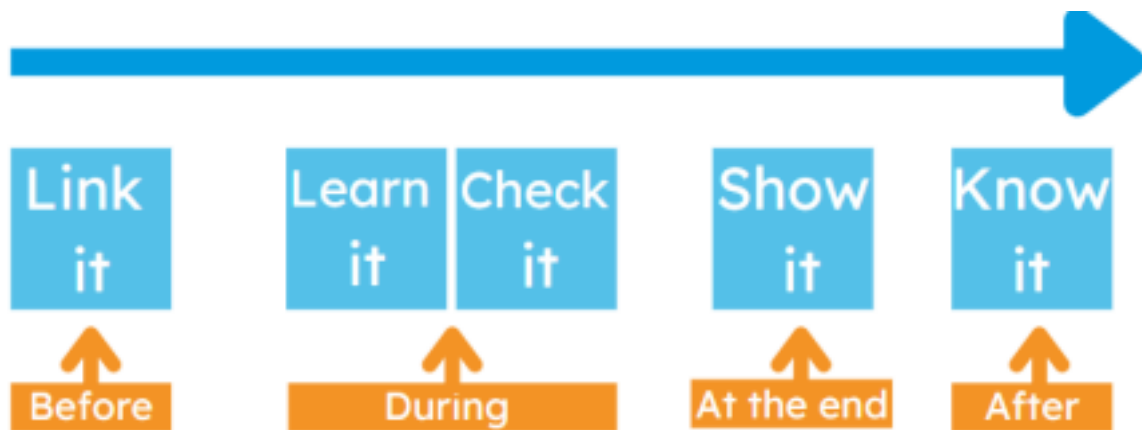
At Wardley CE Primary School we develop children’s understanding and skills in looking at and interpreting evidence including recognising that the past can be represented in different ways.

At Wardley CE Primary School we develop skills of research and note taking and to present findings in a variety of ways such as in written, oral or pictorial form as well as using ICT.

At Wardley CE Primary School we teach children to identify why people did things, the main characteristics of different societies at different times including links between times studied.

At Wardley CE Primary School, the predominant mode of teaching is whole class history teaching with appropriate adaptive support being given in line with the school’s teaching & learning policy. There is no specialist teaching in history and it is taught by the class teacher.

At Wardley CE Primary School we place five pedagogical principles at the heart of our history curriculum and we have ensured that there is time spent on the intent of how we deliver this. Our aim is for the children to ‘remember more and know more’.



**Link It:** At the beginning of a unit of learning teachers carefully link the children’s prior learning. Learning starts with igniting pupils’ prior knowledge. Research on cognitive load recognises the potential benefits this will have upon long-term retention. Once established, we move onto the ‘Learn It’ stage where the composite learning is broken down into manageable components.

**Learn It:** This is new learning. It is often taught through a sequence of lessons that follow a ‘line of enquiry’. These are shaped by key questions which guide the children’s exposure to new knowledge and link it back to the overarching line of enquiry. Children learn the substantive knowledge required for the area of learning (based on the essential opportunities) whilst developing their disciplinary knowledge for the subject through the threshold concepts.

**Check It:** Throughout the ‘Learn It’ phase, teacher’s plan ‘Check It’ opportunities for adults to review their learning to date. This gives teachers the opportunity to recognise gaps in pupils’ knowledge and to enable them to make future decisions based on these assessments. Throughout lessons, the children’s understanding will be checked by the teacher through a range of ‘Check It’ tasks.

**Show it:** At the end of a sequence of learning, we use ‘show it’ which is beneficial in enabling pupils to showcase their learning. The children present their learning at the end of each area of learning. This often takes the form of an end of unit reflection activity in which the children bring together their ideas in response to the ‘line of enquiry’ that they have been following. Importantly, there is encouragement for pupils to come up with innovative ideas.

**Know It:** At Wardley CE Primary School, we check that the children know more and remember more with a summative activity at the end of each area of learning. As well as this, the children have regular retrieval sessions to retrieve their prior learning to ensure that it is not lost. This would normally be after the area of learning has been concluded and could be later, or even much later, in the school year.

### Links to the Wider Curriculum

At Wardley CE Primary School history is taught through a blocked curriculum approach and we teach history discreetly. We try to link history to other subjects to help build on prior knowledge whilst ensuring no tenuous link is made.

At Wardley CE Primary School history contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in English in lessons are historical in nature. Children develop verbal skills through discussing historical questions or presenting their findings to the rest of the class.

At Wardley CE Primary School history teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time-lines. Children learn to interpret information presented in graphical or diagrammatic form.

At Wardley CE Primary School we use computing in history teaching where appropriate. Children use computing in history to enhance their skills through activities such as researching historical information using the internet.

At Wardley CE Primary School history contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to immigrants. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognize and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

At Wardley CE Primary School when teaching history, we contribute to the children's spiritual development where possible. Children find out how British society has changed over time. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multicultural British society of today.

### **History in the EYFS**

In nursery and reception children will, within their Understanding of the World, work towards the following outcomes:

- Begin to make sense of their own life-story and family's history
- Comment on images of familiar situations in the past
- Compare and contrast characters from stories, including figures from the past

By the end of Reception children should:

- 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 the Nursery class, the children begin to make sense of their own life story and family's history. At Wardley, they regularly discuss celebrations with an emphasis on when they were born. The children are encouraged to share stories their parents have told them or bring in pictures of when they were born, christened or have attended a family wedding.

In the Reception class, the children start to comment on images of familiar situations in the past and compare and contrast characters from stories including figures from the past. There is a lot of storytelling in EYFS at Wardley to help the children understand how familiar situations occurred in the past and the similarities and differences between then and now.

## **Impact**

The impact of the subject can be seen in the progress that the pupils make. This can be seen as knowing more, remembering more and being able to do more. It is about the pupils developing their ability to think historically. It is about connecting existing and new knowledge, developing competence and making links. Assessment is both formative as children learn and summative to evaluate the gains that have been made. It is kept to the minimum necessary to be fit for its purpose.

At Wardley CE Primary School assessment is in line with the school's assessment policy. Teachers are expected to assess at the end of each topic against the subject's threshold concepts (disciplinary knowledge) and the subject's substantive knowledge, which enables teachers to track each child's progress. These are based on the subject's National Curriculum programme of study,

The way we assess this progress includes the following practice (as set out in the school's teaching & learning policy and assessment policy):

- On-going formative assessment- this includes the use of day to day assessment for learning classroom practice and feedback. It looks at the pupil's development of key knowledge and skills. It can include short tests and quizzes. The aim is to reactivate thinking, make links and connect ideas to better embed them in the long term memory.
- Long term summative assessment - this looks at the subject's substantive and disciplinary knowledge. It involves the pupils drawing their learning together, for



example in the end of unit responses to the key questions. It also provides an overview of whole school progress for the subject leader.

### **Role of the subject leader.**

The history subject leader at Wardley CE Primary School is Mark Foster.

The role as a subject leader is to act as a guardian of the standards in the subject.

This means that they know:

- How well pupils achieve.
- What the strengths of provision are
- What needs to be done to improve outcomes.

To achieve this subject leaders undertake the following monitoring activities on a termly basis:

- Lesson observations.
- Monitoring of children's books.
- Discussions with both adults and children.
- Looking at classroom displays.

In addition subject leaders will:

- Support staff in their development of planning and to monitor planning.
- Facilitate the sharing of good practice among staff.
- Work together with colleagues to raise standards.
- Ensure that the policy documents and curriculum resources remain useful and current.

### **History and links to home.**

Ideas about how parents and carers can help their child with history at home are sent out on the class curriculum leaflets each half-term. History is often the focus of the half-term homework project. This allows the children to use their imagination to present their projects in a variety of ways such as in written, oral or pictorial form as well as using ICT.

### **Inclusion**

At Wardley CE Primary School all children have access to history lessons and activities regardless of their characteristics or ability. Teaching approaches provide equality of opportunity by making sure the work is suitable for all, regardless of gender, considering religious and cultural beliefs and enabling those with disabilities to have full participation

Through adaptive teaching we provide all children with the tools and support to be involved and access every history lesson. This is the 'low threshold, high ceiling' model of teaching and learning that is set out in our teaching and learning policy.

To promote an inclusive environment in history we will use the following provision model:

## Wave 1 Support

### Inclusive Quality First Teaching

Differentiated planning and work  
Additional concrete resources to support learning in class e.g. number lines, word mat, visualiser  
Inclusive ethos and learning environment – SEN Policy, Accessibility Policy, SEN Information Report.  
Behaviour management  
Effective deployment of staff and support staff  
Consideration of teaching programs and planning for varied learning styles  
Accurate assessments  
Pupil progress meetings  
Working closely with parents  
Being mindful of cultural and social differences / influences in the community

## Wave 2 Support

### Additional Interventions to enable children to work at age-related expectations or above

Provision mapping  
Interventions – both evidence based and informal e.g. Phonics, Mr Goodguess, SALT, Lego therapy  
Use of marking and assessment to identify children who need a re-cap focus  
Pre-teaching / Post teaching follow up  
Small group phonics  
Well-being groups  
Social communication resources in class e.g. timetables, social stories  
visual cards  
SALT strategies used in class e.g. visuals to support, use of gestures/sign language

## Wave 3 Support

### Targeted provision for those who require a high level of personalised and specialised support

IEPs  
SALT intervention or 1:1 specialist SALT  
1:1 emotional therapy – iThrive  
1:1 input LSS and PIT  
Enhanced SALT support (School Buy-in)  
Precision teaching  
Behaviour plans  
Personalised reward programs  
Personalised strategies used in class – e.g. dyslexia overlays, specific formats for writing on

