



History Policy

Reviewed on: May 2022

Review due: May 2024

Signed: _____

Name: _____

'History isn't just about the past. It's about why we are who we are – and about what's next.'

At Westdale we believe that History should be relevant to children whenever possible. History is the knowledge and study of the past. We acknowledge that the past influences the lives of children in shaping the customs and beliefs of the communities to which they belong. Learning about the past enables children to make sense of the world in which they live.

This policy should be read alongside the curriculum policy overview.

AIMS

We will teach children: -

1. To place events and objects in chronological order
2. To use common words and phrases relating to the passage of time
3. To recognise why people did things, why events happened and the results
4. To identify differences between ways of life at different times
5. To find out about the past from a range of sources of information
6. To talk about their own past.
7. To ask and answer questions about the past.

CURRICULUM DRIVERS

These drivers are based on the needs of our children and are embedded into every topic and curriculum area. Teachers make provision for our drivers through planning to ensure they are developed coherently throughout the school.



Creativity: our History curriculum positively encourages children to explore the past through creative thinking and activities. They are engaged in a variety of activities that link foundation subjects to enable them to access events and lives of people in the past in a fun and engaging way. This may be through drama, re-enactment, freeze frames, hot seating or through exploring the art and design of a given period in history pertinent to the person or time being explored.



Communication: it is important that the children whilst engaging in historical research recognise that events in the past are open to interpretation and facts can be altered or given a particular slant depending on who is reporting it. They are taught how to look at a variety of sources of information and look for commonalities and discrepancies. They are shown a variety of different ways to share their findings and thoughts, via fact files, presentations. Posters, leaflets, diary retellings, creative writing e.g. poetry and video/film/painting critique.



Celebrating difference: children are made aware of how history may portray minority groups and be biased depending on who is sharing the information. During our topic coverage we endeavour to redress the balance wherever possible to give positive role models to girls and minority groups within our community. We engage the children in discussion and debate about how history chooses to portray women and minority groups, recognising the progress made to address the imbalance, and their role in making sure that progress is still being made now and in the future.



Kindness to ourselves and others: when recognising that history reporting can be altered and biased, we share our thoughts with kindness and respect, allowing others view-points other than our own. We encourage debate but using language that is supportive whilst being challenging. Through our topics we touch on the development of equality and fairness, the importance of historical figures who made an impact on human rights locally, nationally and internationally. We encourage reflection and aspiration so that children ensure that history does not repeat itself at the detriment of others.

LONG TERM MEMORY

Teachers work together in their year group teams to enable children to develop their long-term memory acquisition, with regular recaps on past learning and by exploring a variety of different teaching techniques. They make clear links between events and influences of historical figures and the impacts made on life today. Throughout each term we will always revisit past learning, draw comparisons between areas of study and encourage recall. Using a variety of different strategies e.g home learning, personal research, quizzes, treasure hunts and drama games, we seek to enable them to recall key facts and figures that will provide a solid basis of learning for future study.

ACTIVITIES

The History National Curriculum defines our History teaching alongside our recent curriculum development work. History is delivered through integrated topic work, which has been developed to offer coverage and depth of study via a progressive yearly overview with termly detailed plan ideas for each year group from F2 to Year 2. The teachers in each year group then work from these plans and merge them with their topic themes in a creative and engaging way. We believe that history is not only valuable in itself but enriches other curriculum areas and develops observational skills. The learning progression is broken down into key sections:

- a. Within living memory
- b. Beyond living memory
- c. Lives of significant people
- d. Local history
- e. Key vocabulary

The children are encouraged to use a range of sources for information including;

1. Stories about the past

2. Artefacts
3. Pictures, photographs, videos
4. Adults talking about their past
5. Written sources
6. Buildings and sites
7. Visits and providers
8. Drama companies
9. Internet sites and interactive resources

The children learn how to sequence, sort and classify, look at evidence, examine changes, discuss points of view and communicate information, using relevant historical vocabulary. Role play areas may be used to enhance learning in History.

FOUNDATION STAGE:

We are aware that the National Curriculum starts in Yr 1 and at Westdale we liaise with the Foundation Leader to ensure good provision and smooth progression between year groups. Early learning in History will be taught through 'Knowledge and Understanding of the World' and will cover such areas as their own personal history. Careful thought has been given to the development of the learning progression plan providing a good foundation for areas of study within key stage 1.

ROLE OF THE CURRICULUM LEADER

The curriculum co-ordinator will:-

- Keep abreast of all new information
- Disseminate up to date information to staff, leading training sessions as and when necessary
- Have a clear understanding and knowledge of the subject and implications for teaching and learning
- Attend appropriate courses in relation to the History curriculum and make other staff aware of suitable training
- Ensure all children have appropriate access to curriculum provision through differentiated activities
- Liaise with the EYFS Leader
- Monitor resources and order appropriate replacements and new equipment
- Manage the process for monitoring and evaluation, including a selection from the following:
 - Classroom observation to monitor subject delivery, children's progress and achievement
 - Work and planning scrutiny
 - Discussions with children including appropriate questions to assess their attainment.
 - Discussions with teaching staff

RESOURCES

Resources at school are carefully selected and thoughtfully introduced in order to enrich the children's understanding of the past. We also encourage members of the community to come into school and discuss and share their memories with the children. Trips to historical sites encouraged whenever this will enhance teaching and learning.

RECORDING AND ASSESSING

Assessment is a continuous process. Children will be questioned, with work and displays also being moderated. The subject leader will monitor work and progression throughout school during each term and the results will be fed back to staff.

IT

Both staff and children make full use of ICT to support work in History. Staff use IT for planning, researching, recording and assessing, to produce appropriate worksheets and IWB resources when necessary. There are CD Roms and DVDs in school to enhance the children's learning and children access the wealth of information on the Internet with supervision.

EQUAL OPPORTUNITIES

As an inclusive school all children have access to the history curriculum whatever their race, gender, social, disability, cultural and economic groupings. If children need adaptations to the curriculum we will make all reasonable adjustments.