Weald

Primary School

[](http://www.weald.kent.sch.uk/)

History Policy

“We are not makers of history. We are made by history.”

– [**Martin Luther King, Jr.**](https://everydaypower.com/quotes-by-martin-luther-king-jr/)

**History Policy – Weald Primary School**

# VISION STATEMENT

# Independence and self-confidence are viewed as the key drivers to a happy and productive life and these are nurtured sensitively through Character Education and the caring, positive relationships which underpin everything that we do at Weald. Children are encouraged to fulfil their potential through a broad and creative curriculum that meets the needs of all pupils.

**Introduction**

History is so much more than a record of events; it is the -examination of the past which demands critical use of historical skills. It is the process of enquiry, the search for evidence, and the examination of this evidence by sorting, evaluating and weighing it up. We need to see history as a discipline, so that pupils know what to do when faced in their own lives with two versions of the same event. To understand that within the study of historical events they can be reported in different ways and as young historians, to use the skills taught to imaginatively reconstruct the past – and to write their own lives through history.

**Accountability**

This policy outlines the learning, teaching, organisation and management of history at Weald Primary School.

The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the history co-ordinator.

The role of the **History Leadership Team** is to:

* Support colleagues in teaching the subject content and developing their skills in planning, teaching and assessing History.
* Update and oversee the audit of resources needed to deliver the curriculum.
* Monitor progression and evaluate the impact of the learning and teaching of History
* Review regularly the curriculum content and pedagogy
* Keep up to date with developments in the teaching and assessment of History

# AIMS AND INTENT

Through our teaching of history, we aim to:

* Stimulate pupils' enthusiasm for, and curiosity about the past in Britain and the wider world.
* Increase their knowledge and understanding of the different periods in the past.
* Increase their knowledge of how the present is shaped by the past. How people lived in the past and how their way of life has influenced future generations.
* Develop a chronological framework for their knowledge of significant events and people.
* Increase their knowledge of how people's behaviour was influenced by their cultures, past civilisations and beliefs; can influence their decisions about personal choices, attitudes and values.
* Develop pupils' competence in specific historical skills.

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# Implementation: Teaching and Learning

**Through History, we can:**

* Improve pupils' skills in literacy, numeracy and ICT.
* Develop pupils' thinking skills.
* Promote pupils' awareness and understanding of cultural, spiritual and moral issues.
* Develop pupils as active citizens.
* Promote ‘Character Development’

**Strategies for the Teaching of History**

Learning and Teaching in history will be in line with the school's Teaching and Learning

Policy, where provision is made for all learning, which will include a range of teaching and learning strategies to meet children’s needs.

The history curriculum at Weald is designed to provide children with learning opportunities that reflect the breadth and balance of contexts outlined in the National Curriculum.

As an integral part of the teaching and learning of history children will be given the opportunity to undertake research, sifting through evidence and put across their point of view in a variety of ways. Where appropriate educational visits, artefacts and visitors to school are used to enrich learning.

**EYFS**

History is accessed through the Early Learning Goals linked to the specific area **‘Understanding the World’**. This is taught through continuous provision, listening to stories and nursery rhymes set in different eras, the **‘All About Me’** unit and general topic work about the world we live in.

**Years 1 – Year 6**

History is taught on a 2-year cycle. This is an **investigative, enquiry-based approach,** highlighting key History concepts and providing a comprehensive range of world History. At each key phase (Key Stage One – Years 1 & 2; Lower Key Stage Two – Years 3 & 4 and Upper Key Stage Two - Years 5 & 6), six enquiries are conducted across two years, differentiated to meet age group expectations, whilst maintaining high expectations of subject knowledge and level of vocabulary.

**Exemplar of History Curriculum subject coverage: Cycle One**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Key Phase | Terms 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| KS1 | What does it take to be a great explorer?  (significant people and changes within living memory) |  | How do we know so much about where Sappho used to live?  Pompeii  (events beyond living memory) |  | Why is the history of my locality significant?  (a model enquiry focusing on significant events, people and places in local area) (significant historical events, people and places in their own locality. |  |
| LKS2 | How did the lives of ancient Britons change during the Stone Age?  (changes in Britain from the Stone Age to the Iron Age) |  | What is the secret of the standing stones? (Bronze Age Britain)  (changes in Britain from the Stone Age to the Iron Age) |  | How do artefacts help us understand the lives of people in Iron Age Briton?  (changes in Britain from the Stone Age to the Iron Age) |  |
| UKS2 | Why did the ancient Maya change the way they lived?  a non-European society that provides contrasts with British history |  | The story of The Trojan Horse: historical fact, legend or classical myth?  Ancient Greece – a study of Greek life and achievements |  | How did a pile of dragon bones help to solve an Ancient Chinese mystery?  the achievements of the earliest civilizations – could be Egyptians |  |

**Exemplar of History Curriculum subject coverage: Cycle Two**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Key Phase | Terms 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| KS1 |  | How do our favourite toys and games compare with those of children in the 1960s? (changes within living memory) |  | Who is the greatest history maker?  (significant historical events, beyond living memory, and during living memory. |  | What did Charles do wrong? Why were messenger pigeons so important during the First World War? How did other animals contribute to the war effort? |
| LKS2 |  | How did the arrival of the Romans change Britain?  (The Roman Empire and its impact on Britain) |  | Who were the Anglo-Saxons and how do we know what was important to them?  Britain’s settlement by Anglo-Saxons and Scots |  | What did the Vikings want and how did Alfred help to stop them getting it?  The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor |
| UKS2 |  | Why did Britain once rule the largest empire the world has ever seen?  A study of an aspect or theme in British history beyond 1066 |  | Why was winning the Battle of Britain in 1940 so important?  a study of an aspect or theme in British history beyond 1066. |  | A local history study: a study over time tracing how several aspects of national history are reflected in the locality |

IMPACT / Assessment and monitoring

**Assessment**

Opportunities for assessment will be identified in curriculum overviews for each age group, and these will be based on an assessment of key skills and essential knowledge and understanding within History. Methods of assessment will vary as appropriate to the learning.

* **Speaking -** Our children have fluency and confidence to use language to convey information, ideas, comments and personal views in a socially acceptable manner appropriate to the purpose and audience to share their knowledge in the subject
* **Reading -** The joy of reading, across all age groups and key stages, is a key focus for us and we encourage children to research the topics, allowing opportunities for wider reading.
* **Writing - T**he link between reading and writing is key, and we encourage children to read widely and use their reading to support and enhance their writing of the subject.

**Resources**

History resources are allocated according to what themes are taught in each age group.

Children will have the opportunity to use primary and secondary resources, such as time lines, artefacts and other information sources.

**Health and Safety**

This policy needs to be read alongside our Health and Safety Policy. Considering needs to be given to conducting appropriate Risk Assessments and ensuring the safeguarding of children and staff when planning and carrying out historical activities.

**Monitoring and Evaluation**

The teaching and learning of History will be monitored through termly book looks, pupil interviews, analysis of assessment data, scrutiny of work samples and lesson observations, in line with the school development plan.