



The terms Trust and School (and levels within e.g., governors and trustees) are interchangeable and apply to all schools within the Trust

1 Policy statement

This policy document sets out our schools aims, principles and strategies for the delivery of History. It will form the basis for the development of History in our school.

At Wellgate Primary School, we aim to provide a well-balanced curriculum which covers the statutory requirements of history within National Curriculum 2014 and the Early Years Foundation Stage (EYFS) Framework 2021.

2 Aims

At Wellgate Primary School, we aim to provide children with the knowledge and opportunities which will enable them to become independent thinkers who strive to become the best they can be. We aim to do this through the key drivers of LEAP (Language, Experience, Aspiration, Performance).

At Wellgate Primary School, we believe that the teaching of History should ensure that all pupils;

- Are provided with a broad and balanced curriculum
- Are provided with lessons and activities which are presented in a variety of ways to foster an interest in the past and stimulate historical learning.
- Are provided with a range of historical enquiries, building upon children's first-hand experiences of change within their own lifetimes and to develop a wider understanding of historical changes on a larger scale.
- Develop a sense of chronology and language associated with the passing of time, which will help them to organise their understanding of the past.
- Employ some of the skills and concepts which historians use in their study of the past, recognising the value of a range of primary and secondary sources including accounts and stories.
- Understand that they live in and are part of a country, a community and a world with their own cultural heritages, values and histories.
- Develop an awareness of the human achievement and events which have shaped our present day lives.
- Learn about major events in the history of their country, and the world, and the relationships that may exist between the two.
- Show that they understand the general development of a number of societies over a long period, having also studied some shorter periods in depth.
- Understand the uses and implications of history, today and for the future.



3 Delivering the History Curriculum

In accordance with the Early Years Foundation Stage Statutory Framework 2021 and the National Curriculum 2014 children are taught to:

- Recognise changes that have taken place within their own lifetimes and that of their families and adults around them.
- Identify changes in everyday life from beyond living memory.
- Reflect upon the lives, work and achievements of notable people in history.
- Gain knowledge of important events and their significance in history.
- Understand there is a difference between myths and legends about the past, and real events and people.
- Begin to understand the concept of 'past', 'present' and 'future', and develop a sense of chronology.
- Recognise significant and characteristic features of specific periods and societies, and identify reasons for, and results of, changes within them.
- Recognise links between events, situations and changes within and across the periods and societies studied.
- Gain knowledge about the social, cultural, religious and ethnic diversity of societies studied within Britain and the wider world.

Through these areas of study, we aim to provide children with opportunities to:

- Communicate awareness and understanding of history in a variety of ways, developing appropriate language relating to the passing of time.
- Use a wide range of resources, including ICT-based, to stimulate observation and questioning, and to show different ways in which history can be presented.
- Read and listen to factual and fictitious stories set in the past, understanding the significant differences between them.
- Identify reasons why people in the past acted as they did, and the effect their actions may have had on history.
- Recognise different accounts and interpretations of history and why these differences occur.
- Recall, select and organise historical information accurately, using dates and historical vocabulary as appropriate.
- Undertake at least one local history study, three British history studies, a European history study and a world history study

4 Implementing History

History lessons are planned and structured in accordance to the History Progression Map and History Granular Detail Plan. These documents outline the key concepts and vocabulary, chronological understanding, historical enquiry, historical knowledge and understanding and historical interpretation that all children must master.

Primary Resources are produced at the time

A variety of approaches are taken that allow children to work individually, in groups and as a whole class. Every opportunity is taken to make use of a wide range of primary resources, including:

- Artefacts.
- Illustrations, maps and photographs.



- Data records /census returns / church records / diaries.
- Newspaper articles and factual accounts.
- Visits to historical sites and museums.
- Visitors discussing personal histories.

Secondary Resources are produced after the event

These are supported by use of secondary sources, including:

- ICT-based sources.
- Books.
- Models.
- Radio and television programs.
- Role-play.

Children are encouraged to share their ideas and opinions, in order to clarify thoughts and develop understanding. Knowledge is recorded in a variety of ways in the majority of their lessons, after discussions and first-hand experiences.

5 Equal Opportunities

We believe that it is important for all children to experience the range of history activities, regardless of race, gender, special needs, disability, cultural diversity or social background.

A flexible teaching approach allows teachers to permit equal access to historical learning and children are encouraged to consider changes within the context of their own personal experiences. The contribution of every child is encouraged and valued.

We will use examples from history to recognise and challenge inequalities and stereotypes.

6 Differentiation

It is the policy of Wellgate Primary School to meet the needs of every child. Activities are modified or adapted and extra support is given as appropriate to ensure all children access the History curriculum.

The National Curriculum programmes of study set out what most pupils should be taught at each key stage, but teachers should deliver the knowledge, skills and understanding in ways that suit their pupils' abilities.

7 Special Educational Needs

Curriculum planning and assessment for pupils with special educational needs will take account of the type and extent of the difficulty experienced by the pupil. In many cases the action necessary to respond to an individual's requirement for curriculum access will be met through greater differentiation of tasks and materials consistent with school-based intervention as set out in the SEN Code of Practice.

Teachers will take specific action to provide access to learning for pupils with special educational needs by:

- Providing for pupils who need help with communication, language and literacy.
- Planning, where necessary, to develop pupils' understanding through the use of senses and experiences.
- Planning for pupils' full participation in learning.



- Help pupils to manage their behaviour, to take part in learning effectively and safely.
- Help individuals to manage their emotions and to take part in learning.

8 Assessment

History is assessed across the school day through the children’s work and responses to the activities planned by the teacher. Informal formative assessment is ongoing in each history lesson and is used to plan and adapt subsequent lessons to meet the needs of all children.

At the end of each unit, teachers will assess whether children have met/not met the age-related expectations for the history unit according to the National Curriculum.

Progress and attainment is reported to parents through parent/carer consultation evenings and end of year reports to indicate progress in history.

9 The Role of the Co-coordinator

The coordinator will:

- Lead the development of History throughout the school.
- Monitor the planning and teaching of History, ensuring continuity and progression throughout school.
- Provide guidance to individual members of staff.
- Keep up to date with local and national developments in History and disseminate relevant information.
- Order stock linked to the planned units of work.
- Be responsible for the organisation and maintenance of history resources.
- Coordinate displays of history work.
- Review and maintain the history portfolio.
- Review the History Policy.

Reviewed By	Mollie Holden	Date	04.06.2024
Endorsed By		Date	
Approved By		Date	

Next Review Date – July 2026