



EVERY CHILD MATTERS ACADEMY TRUST
WELLGATE PRIMARY SCHOOL
History Policy

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 school's aims, principles and strategies for the delivery of History. It will form the basis for the development of History in our school.

2 Aims

- To meet the requirements of National Curriculum 2000 as fully as possible and enable all children to achieve the highest possible standards.
- To present history in a variety of ways to foster an interest in the past and stimulate historical learning.
- To use a range of cross-curricular activities, 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.
- To develop a sense of chronology and language associated with the passing of time, which will help them to organise their understanding of the past.
- To 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.
- To understand that they live in and are part of a country, a community and a world with their own cultural heritages, values and histories.
- To develop an awareness of the human achievement and events which have shaped our present day lives.
- To learn about major events in the history of their country, and the world, and the relationships that may exist between the two.
- To show that they understand the general development of a number of societies over a long period, having also studied some shorter periods in depth.

3 Delivering the History Curriculum

In accordance with the Foundation Goals and the National Curriculum 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 a local history study, three British history studies, a European history study and a world history study

4 Implementing History

History is taught through specific cross-curricular topics that facilitate the delivery of the National Curriculum and the Foundation Goals relating to History. In KS1 and KS2 they are taken from the National Curriculum. (Appendix 1.)

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:

- Artifacts.
- 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. Activities are recorded in a variety of ways.



From F2 children are encouraged to record in the majority of their lessons, after discussion, first hand experiences, listening to oral history etc. Recording could make links with genres taught in Literacy. It could be a storyboard, a time line, a diagram, a non-chronological report, or a play. The use of worksheets is discouraged.

Teaching staff are familiar with the requirements of the Foundation Goals and the National Curriculum, and continue to attend appropriate courses and meetings regarding History.

5 Links with other curricular areas

The primary focus of history lessons should be the development of children's historical knowledge and understanding. However, history lessons also provide many opportunities for cross-curricular learning.

English

History lessons can provide valuable opportunities to reinforce literacy skills and apply them in different contexts. Reading and writing are essential for the process of finding out about and communicating an understanding of history. Speaking and listening skills, such as discussion, role-play and drama, can be effective vehicles for exploring different viewpoints and perspectives on history. New subjects and materials provide opportunities to extend and develop vocabulary.

Different genres of writing can be applied to different areas of study in History, to reinforce literacy skills and to investigate History e.g. should Henry VIII have married six times could be written as a discussion genre.

ICT

A range of ICT-based resources can be used to enhance historical learning. For example, radio and television broadcasts, CD-ROMS, databases and the Internet. Such resources can enhance skills of historical enquiry and provide access to a range of information sources. They can support the collection and analysis of data and help to develop understanding of historical patterns and processes.

Geography

History has strong links with geography, particularly in the study of societies and civilizations. The historical context gives an insight into how and why civilizations have developed in certain ways, and the links between different societies and cultures.

Other subjects

Specific opportunities for links with other subjects, notably Science, Art, DT, RE, Music and PE.

6 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.



7 Differentiation

It is the policy of Wellgate Primary School to meet the needs of every child. Differentiated activities enable children to work at their own level and realise individual potential. Using the level descriptors the teacher can track back or forward in levels and set appropriate tasks.

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. This may mean choosing knowledge, skills and understanding from earlier or later key stages so that individual children can make progress.

8 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.

9 Assessment

History is assessed against the Foundation Goals and the National Curriculum attainment targets. These assessments provide the basis for making judgements for reporting to parents and providing information for transition. The National Curriculum attainment targets have been broken down into levels 1 – 5 in the 5 different areas of History (see appendix).

Examples of work, including photographs, are kept in a portfolio demonstrating different National Curriculum levels. The portfolio will also include examples of planning from each year group.

10 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.



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Approved By	C.Egginton	Date	19/03/19

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