



Wood End Park Academy
History Policy

Introduction

This policy reflects the school's values and philosophy in relation to the teaching and learning of History.

History is a foundation subject within the National Curriculum. The aims of teaching History are consistent with the academy's commitment that all pupils are entitled to an excellent full curriculum.

Wood End Park Academy will provide a high-quality History education which will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Subject Intent

We use History to maximise opportunities for pupils to make connections especially in relation to different time periods. They will develop empathy, knowing how people in the past must have felt. This will shape an appreciation for today. Pupils will understand how a past shapes a present and a future. We will nurture a sense of the British values and citizenship as we explore the values of differing rulers. Last but not least, an intent of our History Curriculum will be to enable our pupils to be good critical thinkers who can evaluate too e.g. the sources they handle.

History in Our Curriculum

The aims of History in our school are:

- to promote positive attitudes and enthusiasm for History
- to ensure the progressive development of history concepts, knowledge, skills and attitudes

We follow the National Curriculum (2014); The national curriculum for History aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Implementing History

The minimum amount of History undertaken should be one unit per term.

We use a variety of teaching and learning styles in our History lessons. We believe in whole-class teaching methods and we combine these with enquiry based research activities. We encourage children to ask as well as answer questions about the periods that they are studying. We offer them the opportunity to use a variety of primary and secondary sources such as photographs, reports, artefacts, written memoirs. Children take part in role-play and discussions, and they present their findings to the rest of the class.

We recognise the fact that in all classes there are children of widely-different abilities in History and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty - not all children complete all tasks
- grouping children by ability in the room and setting different tasks for each ability group
- providing resources of different complexity depending on the ability of the child
- using classroom assistants to support children individually or in groups.

Planning for History

Teaching staff currently develop their own units of work for this subject. Co-working with a senior leader supports a set of lesson plans being improved from the previous year to achieve even higher outcomes.

Units of work are mapped across the year groups to ensure balance and progression- see our overview at the back of this policy.

Learning questions are planned and delivered to engage the children, drive the learning in the lesson and the work in the lesson builds towards an answer.

Relevant links with other curriculum areas (such as Geography, English) should be made in unit plans.

In planning a unit consideration should be made of the following;

- Opportunities to develop their awareness of chronology
- Explore a range of primary and secondary sources to learn about a period
- Ask and answer questions about a period in history
- Make comparisons with present day and different periods of time
- Recognise how changes in history have affected other periods and the present day

Curriculum Coverage

During the Foundation Stage children will work towards the areas of learning set out in the Early Years Foundation Stage that underpin the curriculum planning for children from birth to five.

History will be practised under the area of learning for 'Understanding of the World'. **Foundation Stage children** will be encouraged to:

- 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.

(Statutory framework for the early year's foundation stage, 2020)

Key Stage One will build on and further develop these skills. Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented (National Curriculum, 2014)

During **Key Stage Two**, Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.. (National Curriculum, 2014)

Progression will be ensured by reference to the schemes of work and by each teacher knowing the content that they are required to teach. Continuity will be ensured by all staff conforming to the agreed mode of working as outlined in this policy.

Learning Outcomes

Children will have History books to record their learning in. All work will be completed at a high standard and teachers will ensure children produce their best. Work in books will aid assessment and progression and good examples of work will be displayed in the classroom and around school.

Examples of work and relevant photographs will be made available to the subject co-ordinator as evidence of work completed and as an aid to monitoring progression and assessment.

Inclusion

In line with the school's Inclusion Policy, each child will have an equal entitlement to all aspects of the History curriculum. We believe that it is important for all children to experience the range of History skills and activities. We will use opportunities within History to challenge stereotypes.

Throughout all History work, care will be taken to differentiate tasks and teaching styles in order to take into account the whole spectrum of individual needs.

Assessment, recording and reporting

Teacher assessment should concentrate on the aspects of capability in order to inform future teaching and learning. Examples of work will be kept in History books to demonstrate work completed and progression whenever possible. Each unit has an overview with intent and knowledge goals which describe what children might be expected to know and be able to do. This should help teachers to determine those who are performing to the age-related expectations and making sound progress and those who are performing at a different level. In cases where performance is different to the norm, the learning questions and particularly the learning outcomes should be analysed to inform future teaching to ensure the child is further extended or focused teaching is used where progress has not been made.

At the end of each term, a pupil from each class is awarded the 'Handy Historian' Curriculum Award.

Resources

At present, basic resources are stored in a central History area with boxes for individual topics kept in each year group. It is the responsibility of the lead teacher in each year group to manage the resources required during their unit and advise the subject co-ordinator if additional resources are required.

In relation to everyday general resources, our aim is to organise classrooms in such a way to promote the development of independent learning. Resources and equipment should be clearly marked and labelled in order to allow visual access to the children.

Safe and tidy working practices are encouraged at all times.

Budget

Managing the funding for History is the responsibility of the principal.

Each year financial consideration will be given to:

- New equipment investment
- Equipment renewal
- Any new units/ topics that may be taught
- Staff training needs

Review

This policy will be reviewed by the subject leader every four years. Amendments will be made where necessary after consultation with teaching staff and the governing body.

In reviewing teaching and learning that has taken place, we must look for progression in art and design skills, and ensure knowledge about processes and techniques is taught effectively.

A critical aspect of teaching is to review work by asking:

- What worked well in the unit?
- What was the children's reaction to the unit?
- Did it extend the most able?
- How did we help access for those with special needs?
- Did we have any resource problems with the unit?
- What would you change if doing it again?
- What advice would you give other teachers regarding this unit?

Wood End Park Academy's History Subject Overview

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS						
1	Changes from living memory and toys		Significant people: Edith Cavell		History of Hayes	
2	Great Fire of London		Significant people: Mary Seacole and Florence Nightingale		Queen Elizabeth II	
3	Stone Age		Romans		Egyptians	
4	Mayans		Tudors		Tudor exploration (changing in 2022)	
5	Victorians		Ancient Greece		World War 1	
6	World War 2		History of Hayes		Monarchs 1066- present	