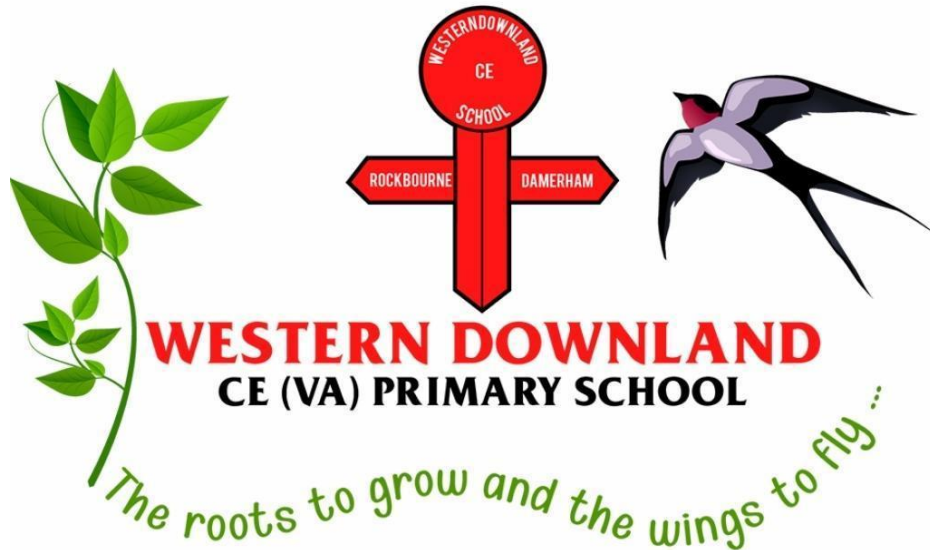


**WESTERN DOWNLAND C. of E. (V.A.) PRIMARY SCHOOL**

In partnership with parents we aim to provide:

*'The roots to grow and the wings to fly'*



## **History Policy**

# **Western Downland CE (VA) Primary School**

Reviewed  
Next Review

March 2022  
March 2024



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**Western Downland CE (VA) Primary School**

**History Policy**

**1. AIMS**

**Intent**

Our vision for history at Western Downland is for children to build an enquiring and critical understanding of the past, that helps them to make better sense of their present. To have children who appreciate where both the values and challenges of our current society have come from.

**Implementation**

Over the course of their time at school, children develop a narrative of British and wider history; how the periods of history flow, interact with each other, and who or what has made contributions that impact lives today. We learn about people from around the world who are significant and have made important contributions, and emphasise the achievements of the wider world in relevant studies. We build a strong chronological understanding of events, and how periods of history relate to one another.

Children build a distinctive historical vocabulary, and get to grips with some of the key concepts that help us understand the past, including the rise and fall of civilisations, empires and kingdoms, and how settlement reflects the impact of migration, conquest and invasion.

Within an enquiry-based approach, children learn to think like historians, exploring continuity and change, cause and consequence, similarity, difference and significance, and use these concepts to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analysis.

Across the units of study we explore both artefacts and other types of evidence that have been used by historians to build a picture of that period in the past, and appreciate the strengths and limitations of those forms of evidence. As children progress, there are opportunities to explore how interpretations of the past can

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change and also differ, both because of the evidence available, and also because of cultural or political motives that drive the construction of alternative or competing views.

## **Impact**

Year by year, our children build their knowledge of the past, understand how change is ever present in our world, and begin to see how the values and characteristics of our current society are not a given, but reflect the achievements, innovations and also conflicts of the past.

They become able to engage critically – as historians - with the knowledge they gain; to understand how historical knowledge is built from and is dependent on the different sources and evidence of events in the past; to explore how we judge which events and changes had long lasting significance, and to appreciate that there can be both a diversity of experience and also more than one interpretation of historical events, sometimes driven by cultural or political motives.

## **2. STATUTORY REQUIREMENTS**

The History curriculum is driven by the requirements of the National Curriculum guidance.

### **Foundation Stage**

Statutory Framework for the Early Years Foundation Stage (March 2014, updated September 2021).

### **Key Stage 1 & 2**

Statutory requirements for the teaching and learning of History National Curriculum 2014.

## **3. THE GOVERNING BODY**

The school governing body is responsible for strategic oversight of the History curriculum and its delivery across the school, ensuring the intent, implementation and impact of the curriculum actually meets expected standards, is fit for purpose and in line with the wider learning ethos of the school.

## **4. SUBJECT ORGANISATION**

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With single class year groups, coverage of the History curriculum is embedded within half-termly topic enquiries, and mapped across year groups in line with NC guidance, ensuring coverage of British history is organised chronologically, and also reflecting the best opportunities for enquiry subjects that match the growing ability of the children, year by year.

Teachers use Enquiry Organisers to plan each 5 -7 week unit, identifying potential key questions within the enquiry, the expected prior knowledge, understanding and skills, the new knowledge and skills to be taught, key vocabulary to be acquired and potential misconceptions to be addressed. The medium term plan is then broken down into a weekly progression of lessons, each with a specific learning objective.

### **4.1 Foundation Stage** **The areas of learning and development**

The expectations around historical knowledge and understanding are defined within the Early Learning Goals for Understanding the World: Past and Present.

Children at the expected level of development will:

- 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.

## **5. BREADTH OF STUDY**

The taught curriculum follows National Curriculum requirements and guidance.

In Year 1, enquiry moves from examining changes within living memory, through the topic of Toys, back into changes beyond living memory by exploring the development of motorised transport, and also the history of the school at Damerham. In Year 2 the theme of transport is expanded with enquiries into Flight and Space Exploration, which develop the use of chronologies, and also provide opportunity to explore the roles of specific individuals, such as Amelia Earhart within Flight. In terms of disciplinary understanding, the focus is on chronological understanding, and exploring continuity and change.

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In Lower KS2 the chronological narrative of British History is covered. The use of timelines is further developed, along with exploring the types of evidence historians use to build their understanding of the past. Similarity and difference in peoples' experience of change are considered, causes and consequences of change, as well as the fact that past events can be interpreted in more than one way. Year 3 includes a thematic exploration of Queen Elizabeth.

In Upper KS2 aspects of the Greek and Islamic empires are investigated, allowing comparisons to British history to be made. There are also thematic enquiries into the experience of evacuees in WW2, and how crime and punishment has changed over the course of British history in the last 2 millenia. These topics allow disciplinary understanding of significance to be developed.

### **6. PARENTAL/COMMUNITY INVOLVEMENT**

We value parental engagement and support. Parents are kept informed of the planned learning each half term through the Routes 2 Roots communication, which contains ideas for how parents can help both prepare and support their child with the learning. Opportunities are taken with home learning to extend learning with some parental support, and to allow children to pursue specific interests of their own within the enquiry topic. Parents with specific knowledge and skills are welcomed to help enrich the class learning experience.

### **7. MONITORING AND EVALUATION**

Class teachers use their Enquiry Organisers to monitor and evaluate the effectiveness of their curriculum delivery and identify improvements they can make, year on year.

The Subject Leader is responsible for regular monitoring and evaluation of both planning and the tangible outcomes of the children's learning, through planning monitoring and book scrutiny, providing feedback to teachers and feeding the findings into their development planning for the subject.

The Staff PDM process also gives the opportunity for teachers to come together and share their plans and outputs, to help the staff team as a whole evaluate how well the progression of learning is working.

### **8. ASSESSMENT, RECORDING AND REPORTING**

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Teachers' planning is informed by an expectation of the prior knowledge, understanding and skills they will be building upon, and they will use formative assessment at the start of a unit to identify whether they have that expected baseline.

Teachers assess childrens' attainment and progress in line with the learning objectives identified in their plans, and specific outcomes identified for the unit as a whole. Childrens' effort and attainment is formally recorded and reported to parents in the annual report for each child.

### **9. STAFF DEVELOPMENT**

The Subject Leader is responsible for pursuing professional development opportunities to ensure they keep up to date with subject knowledge and pedagogy, for example through regular Hampshire Subject Leader Network meetings, and then disseminate this to staff colleagues.

Within the staff PDM process, there are Subject Spotlight opportunities to update staff on key developments and promote specific subject initiatives.

The Subject Leader also works directly with teaching colleagues to support the development of plans and resources as required, either in the course of curriculum changes or in the light of monitoring feedback.

### **10. RESOURCES**

There are a range of history topic-related books available in each site's library. Class teachers also access the Hampshire SLS to request topic-related books to support each unit.

The ability for children to examine and learn through artefacts is important, and in addition to using photographic evidence of artefacts, class teachers access physical artefacts, for example through Salisbury Museum, to support exploring evidence for the historical record in each unit. In KS1, units on transport are supported by visits to motor and aviation museums to allow children "hands on" experience of the technology used at different points in the past.

### **11. INCLUSION**

We recognise the fact that there are children of widely different geographical abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a number of ways, including:

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- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- differentiated levels of questioning so that children are challenged to think about a concept at a level that is appropriate to their ability.
- providing resources of different complexity according to the ability of the child;
- using classroom assistants to support the work of individual children or groups of children.

## **12. EQUAL OPPORTUNITIES**

This policy should be read in conjunction with the following school policies:

Teaching and Learning Policy

Assessment and Record Keeping

Responding to pupils' work / Feedback / Marking policy

Special Educational Needs Policy

ICT Policy

Equal Opportunities Policy

Health and Safety Policy

**Member of staff responsible: Richard Thackray**

**Date policy updated: Summer 2022**

**Date to be reviewed: Summer 2024**