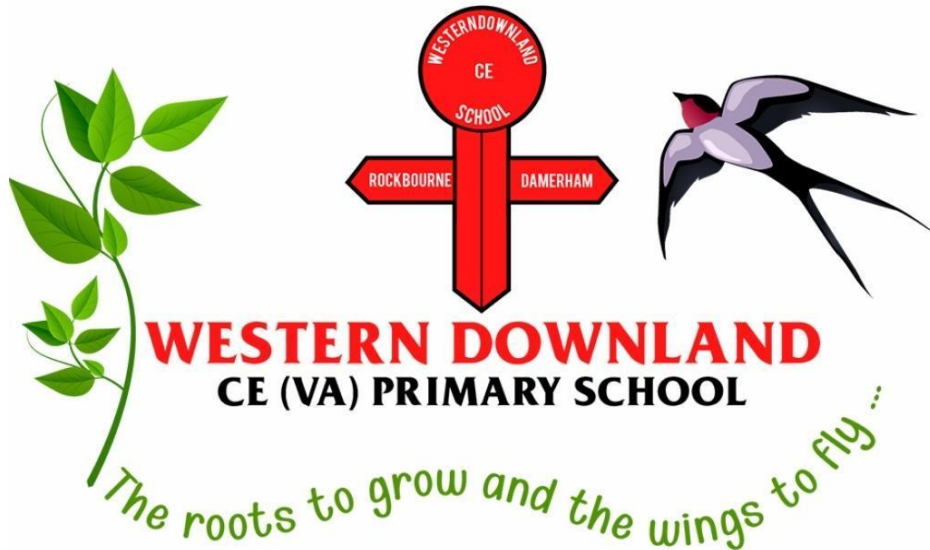


WESTERN DOWNLAND C. of E. (V.A.) PRIMARY SCHOOL

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 2025 (ES new subject lead July 2023)
Summer 2025

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POLICIES AND PROCEDURES PROFORMA

Subject and Version of Document:	History Policy
Author:	Emily Savage
Persons/Committees etc consulted whilst document in draft	Teaching staff
Date agreed:	
Date of next review/update and by whom:	Summer 2024 Teaching staff
By whom agreed:	
Copy obtainable from and/or distribution:	School Office
Date document issued and placed on website:	
Responsibility for dissemination to new staff:	Emily Savage
Principal Target Audience:	Teaching staff, governors, parents

Amendments Summary:

Amend No	Issued	Page	Subject
1	16.08.23	6 and 7	Adding the change in KS1 (taking out transport in year 1) and swapping units in year 5 and 6. Added the Golden threads. Added the emphasis that ALL teachers teach through the disciplinary concepts.
2	16.08.23	8	Assessment against sub and dis concepts- use of progression docs to support.

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3	16.08.23	9	Added use of pre-teaching vocab for SEN.

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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. We want to have children who appreciate where both the values and challenges of our current society have come from and understand that our country is built upon a diverse background of cultures.

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 through a wide range of cultures. 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 make connections in their learning to our four Golden Threads; settlement, trade, civilisation and power taught through a wide range of cultures and historical time periods.

Within an enquiry-based approach, children learn to understand how historians think and work, 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 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

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Year by year, our children build their knowledge of the past, understand how change is an 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 would - 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

With single class year groups, coverage of the History curriculum is embedded within the Autumn Term Discover project 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 a common Medium term format for their term-long unit, defining the enquiry focus, the history concepts that will be explored and the authentic outcome that will give significance to the enquiry for the children. The Medium term plan identifies the cross-curricular links that can be made that have real relevance to the enquiry, and texts that will support the enquiry. Teachers are also prompted to consider the coherence of learning across year groups, by referencing the prior learning

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that has taken place in terms of historical disciplinary knowledge. Topic enquiries are taught through our four Golden Threads; power, settlement, trade and civilisation.

The detailed delivery of each unit is defined within a session planner, specifying the learning objectives, disciplinary and substantive knowledge being explored within each session, allowing progression through the unit to be planned for. Review opportunities are explicitly planned for within the lesson content, to ensure learning is effectively embedded.

Classroom delivery of each unit is supported by a Knowledge Organiser, which provides a timeline overview of the period of history being studied, set against units the children have already covered in earlier years in school. The organiser defines the core substantive knowledge that will be acquired within the unit, the key historical vocabulary that will be used, and the aspects of the enquiry the children should be able to confidently discuss or explain.

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 looking at the history of the school at Damerham. In Year 2 the children are introduced to the theme of transport with enquiries into Flight and Space Exploration, which develop the use of chronologies, and provides opportunity to explore the roles and significance of specific individuals, such as Amelia Earhart within Flight. The lesson activities are taught through the disciplinary concepts outlined in our progression document and within Year 1 and 2 they begin to learn how to work as a historian.

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In Lower KS2 the chronological narrative of British History from Stone Age up to the Battle of Hastings in 1066 CE is taught through the Golden Threads. The use of timelines is further developed, along with exploring the types of evidence historians use to build their understanding of the past. As with Key Stage 1, all history is taught through the lens of 'being a historian' and therefore using the disciplinary concepts in history to learn about the past. The progression document for the disciplinary concepts helps teachers to know what their pupils need to be able to do by the end of their year group.

In Upper KS2 the chronological narrative of the British Isles continues through an in-depth study of Crime and Punishment post 1066. At this point, pupils will also begin to compare and contrast other civilisations beginning with an enquiry into how The Ancient Greeks influenced our lives today. In year 6 the pupils will develop this understanding of the wider world by completing enquiries into both the Sumerian and Islamic civilisations. They will explore how these civilisations fit into their chronological understanding of the past as it stands and draw on our Golden Threads to construct arguments and conclusions of their own and the past.

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 planning documentation 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. Pupil voice is also included within the monitoring process, to inform both planning and delivery.

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.

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8. ASSESSMENT, RECORDING AND REPORTING

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 against the substantive and disciplinary concepts from the progression documents. The assess 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.

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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:

- 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.
- Pre-teaching of vocabulary and concepts to those children who would benefit.

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: Emily Savage

Date policy updated: Summer 2023

Date to be reviewed: Summer 2024

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