



## **Westgate Primary School History Policy**

### **Rationale**

History is about real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships. History fires the children's curiosity about the past in Otley, Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world.

Children consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, children develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society.

What they learn can influence their decisions about personal choices, attitudes and values. In History, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view – skills that are essential in adult life.

At Westgate Primary School we firmly believe in the important role that History has to play in the development of children and through our teaching of the subject we are committed to providing all children with learning opportunities to engage in History.

### **Aims**

At Westgate Primary School we aim:

- To develop an interest in the past and an appreciation of human achievements and inspirations.
- To learn about some of the major issues and events in our own country and the world and how these events may have influenced each other.
- To develop an understanding of the concepts of time and chronology.
- To understand how the past was different to the present and the people of other times and places may have had different values and attitudes from our own.
- To understand that events have usually a multiplicity of causes and that historical explanation is provisional, always retractable and sometimes controversial.
- To stimulate the imagination.
- To communicate clearly employing a wide range of media.

### **Objectives**

The objectives of History teaching in the school are based on the requirements of the National Curriculum programmes of study for Key Stages 1 and 2.

- History provision in the Foundation Stage is linked to the six areas of learning; with particular relevance to the area about knowledge and understanding of the world.
- Staff have developed Year A and Year B whole school curriculum maps on a two-year rolling

programme which covers statutory requirements and is linked to other curriculum areas to add breadth of study. These cross curricular links offer valuable opportunities to use Historical skills and knowledge in different subject areas.

### **Teaching and Learning:**

Our principal aim is to develop the children's Historical knowledge and skills.

History teaching should cause pupils to ask "How do we know?" and provide them with experiences of working with different source materials, stories, documents, photographs, maps, artefacts, oral testimony, videos, secondary interpretations as well as visitors to school, visits to museums and places of interest.

Although history will not always be taught and learned in a chronological sequence, children throughout school will have access to a time chart so that passed events can be placed in a chronological sequence and their relative distance from the present identified.

Although history is strongly rooted in written and spoken language, information technology is a very useful tool for the historian. It can be used to store, retrieve and analyse information and for word processing.

Children should be encouraged to be imaginative when working with evidence while at the same time respecting it. They should be able to offer hypothetical explanations of past events, supported by carefully reasoned proof, and to test them by comparing sources, discussion and argument.

### **Planning**

History is taught on a two year rolling programme. Plans for Year A and B include the topics (as suggested in the National Curriculum) to be covered for each age group that promotes both curriculum continuity and progress in children's learning.

### **Progression**

As the children progress through school teachers should expect to see:

- Increasing accuracy in observation, description and recording,
- Increasing depth of follow up analysis,
- Increasing complexity of ideas/techniques used,
- Increasing knowledge and understanding of chronology and key facts,
- Increasing independence.

### **Assessment, Recording and Reporting**

Assessment is an integral part of the planning. Teachers make ongoing observational assessments of the children during each lesson. After each History topic a post assessment knowledge test is taken by the children and the results are collated and recorded on the Assessment spreadsheet. This information then informs end of year teacher assessments which are reported to parents and which indicates the effort, attainment and progress that children have made each year in History.

### **Role of the Subject Leader**

The role of the History subject leader is to:

- lead the teaching of History within the school, through the implementation of a yearly action plan, informed by their monitoring and evaluation of the teaching of History through school,
- monitor the implementation of the policy and scheme of work and make changes where necessary,
- ensure continuity and progression of the teaching and learning of History across the Key Stages and the school,
- order and maintain resources, managing a budget where allocated,
- make staff aware of changes/ thinking in History,
- support staff who are less confident with History,

- provide staff training and development where necessary,
- provide an example of good History practice,
- liaise/ collaborate with History subject leaders in the Family of Schools as appropriate, in order to share learning and examples of good practice,
- support staff in the further development of assessment of History.

## **SEN, Inclusion and Equal Opportunities**

Our commitment to equal opportunity will be reflected in our delivery of the History curriculum. Full access to the History curriculum will be offered to all children. We set high expectations and provide opportunities for all pupils to achieve, taking account of pupils with SEN or disabilities; pupils from all social, cultural and linguistic backgrounds and more able pupils. History provides opportunities to discuss positive images of other people and places to challenge negative stereotypes.

We recognise that there are children of different abilities in all classes and we ensure that 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 variety of ways by;

- Setting common tasks which are open-ended and can have a variety of responses,
- Setting tasks of increasing difficulty to challenge and extend pupils,
- Providing resources which are free from discrimination and stereotyping and are of different complexity, matched to the ability of the child,
- Using teaching assistants to support the work of individual children and groups while promoting participation and independence.

## **Monitoring and review**

Monitoring is carried out by the subject leader for History and by the senior leadership team, in the following ways:

- Informal discussion with staff and pupils
- Analysis of medium term planning
- Looking at children's written work for History
- Children's performance in post assessments
- Classroom observation

Information gathered through monitoring activities is used to inform subject leader action planning, and the School Improvement Plan, as appropriate.

**This policy was agreed in June 2019, and is subject to review every three years.**

**Signed:** (On behalf of the governing body)

**Signed:** (Head teacher)

**Date:**