

West Park Primary School

History Policy

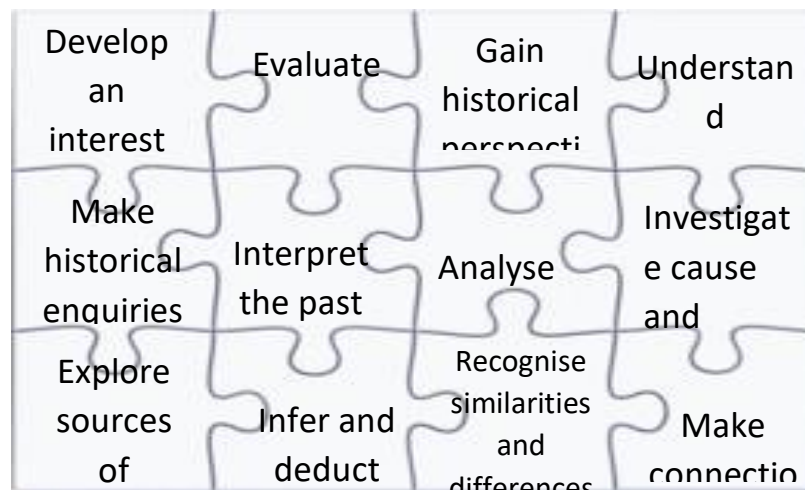
“History cannot give us a program for the future, but it can give us a fuller understanding of ourselves, and of our common humanity, so that we can better face the future.” Robert Penn Warren, American poet and novelist, Pulitzer Prize winner, 1905-1989

Intent

History is all about people; the study of people of different types from different times. History at West Park supports the school’s Visible Learning approach and strives to arouse children’s curiosity about the past by providing opportunities for them to learn and develop valuable skills of research, selecting and evaluating evidence, drawing conclusions and offering their own point of view.

We teach children a sense of chronology, and through this, pupils develop a picture of how events have shaped the world we live in today, impacting and influencing different societies and cultures around the world. We aim to develop a passion for History through an Enquiry focused curriculum, where pupils have access to a range of primary and secondary resources.

Whilst following the guidelines set out by the National Curriculum, our History curriculum is designed to allow each pupil to:



Implementation

At West Park we strive for our children to think as Historians. We place an emphasis on the use of sources and artefacts to support children’s learning and understanding of periods, places and events. In each key stage we give children the opportunity to engage in first hand experiences by taking part in visits. We encourage visitors and experts to come into the

school and talk about their experiences and knowledge of events in the past. We recognise and value the importance of stories in history teaching, and we regard this an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as “how do we know?”, about information they are given. We allow children to develop their own line of enquiry and key questions, and allow time for answers to be discovered independently.

Learning objectives, outcomes and skills being taught must be visible and shared with children, supporting the school’s visible learning approach.

We recognise that there are children of widely different abilities in all classes, and we seek to provide suitable and stimulating learning opportunities for all children by matching the challenge to the ability of the child. No child will be excluded from an activity or lesson on grounds of gender, race, religion, disability or special needs unless it is for reasons of safety. SOLO taxonomy is used regularly in lessons to enable children to drive their own learning so that in a lesson they think more, learn more and remember more.

Organisation and Planning

The National Curriculum Programme of Study for History (see appendix 1) is used as the basis for our curriculum planning in History. Our planning follows an Enquiry based approach which supports the children in developing their knowledge and historical skills progressively so that children are increasingly challenged as they move through the school.

In Early Years, children will work towards the expected level of development as outlined in the Early Years Foundation Stage Profile (see appendix 1).

In Key Stages 1 and 2, children will be able to develop their skills by accessing History topics about their local area. Children will use historical lines of enquiry to broaden their knowledge about world history, evaluating how history has impacted their lives today, and in Key Stage 2, analyse how future generations may be impacted. All pupils will have first-hand access and experience age appropriate resources to bring History to life.

History impact days have been used to celebrate specific Historical events or people. These have focused on specific historical skills, and have allowed the children to complete their own research. Days have ended in a celebration of learning as children are given opportunities to share their learning with others.

Substantive concepts

At West Park we have adopted substantive concepts which weave into the curriculum across the whole school. These are:



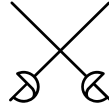
Systems of governance.



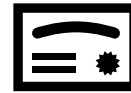
Travel, exploration, and migration



Trade



Warfare and the military



Achievements



Settlements and housing

Impact

Through our History curriculum, we are enabling the children to gain the knowledge, historical skills and understanding they need to progress through life and further education. Children are given regular opportunities to develop what they have learnt in previous lessons through retrieval activities. Children are able to reflect in each lesson on the skills and knowledge they have learnt during that lesson, and interact with target sheets, which supports the school's visible learning approach.

Planned learning will progressively build on prior knowledge and understanding throughout all ages. Class teachers will make end of unit summary judgment about the learning of each pupil.

Our History curriculum is regularly monitored and reviewed by Senior leaders and the subject leader. Learning and outcomes are monitored and feedback will be given as to what is going well, and where the areas of development are.

Links to other Policies:

- Teaching and Learning Policy
- Feedback and Marking Policy
- Assessment Policy
- SEND Policy

Monitoring, evaluation and review of this policy:

The co-ordinator is responsible for the monitoring of this policy, guidelines and the appropriate schemes of work. The coordinator will report to the head teacher for shared evaluation and discussion, and decisions on future action. All outcomes will be reported to all staff and the governing body or appropriate committee.

A Harper

Subject Leader

May 2022

Appendix 1:

Early Years Foundation Stage Profile (2022 handbook)

Understanding the World:

Past and Present ELG

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.

National Curriculum for History:

Aims:

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

Key Stage 1

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.

Children will be taught:

- Changes within living memory.
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements.
- Significant historical events, people and places in their own locality.

Key stage 2

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.

Pupils will be taught about:

- changes in Britain from the Stone Age to the Iron Age
 - the Roman Empire and its impact on Britain
 - Britain's settlement by Anglo-Saxons and Scots
 - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
 - a local history study
 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
 - the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
 - Ancient Greece – a study of Greek life and achievements and their influence on the western world
 - a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
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- Changes in Britain from the Stone Age to the Iron Age
 - The Roman Empire and its impact on Britain
 - Britain's settlement by Anglo-Saxons and Scots
 - A local history study- Victorian Wolverhampton.
 - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- World War Two.
 - The achievements of the earliest civilizations
 - Ancient Greece – a study of Greek life and achievements and their influence on the western world
 - a non-European society that provides contrasts with British history.

Appendix 2

Long term plan for History

	autumn term	Spring term	Summer term
Reception	<p>'Proud to be me' What has happened in my life and how I have changed over time? What are the similarities and differences between things in the past and now? Talk about family members. <i>Black History: Garrett Morgan and Beverley Knight</i></p>	<p>Traditional Tales Explore the past through settings, characters and events encountered in books read in class and storytelling. Exploring things from the past. eg. Boiling the kettle in Hansel and Gretel.</p>	<p>Pirates – Significant people from the past. Comment on familiar situations in the past. Talk about lives of people.</p>
Year 1	<p>Flight Significant people: Wright brothers, Amy Johnson, space race – Yuri Gagarin, Valentina Tereshkova, Neil Armstrong, Buzz Aldrin <i>Black History: Mae Jemison, Bessie Coleman</i></p>	<p>Nursing How has Florence Nightingale shaped nursing today?</p>	<p>Changes to the local high street? Changes within living memory</p>
Year 2	<p>Explorers: How have Captain Scott and Matthew Henson shaped our understanding of the Poles? <i>Black History: Floella Benjamin.</i></p>	<p>That's Entertainment A local study of entertainment during the Victorian times.</p>	<p>Great Fire of London Who were the real heroes of the Great Fire of London?</p>
Year 3	<p>Ancient Egypt Including an overview of the Ancient civilisations. <i>Black History: Ibtihaj Muhammad</i></p>		<p>Stone Age to Iron Age (1 term)</p>
Year 4	<p>Romans (1 term of learning to start in Autumn 2 and continue into Spring 1) <i>Black History: Jesse Owens</i></p>	<p>Romans (1 term of learning to start in Autumn 2 and continue into Spring 1)</p>	<p>War and Battles in England since 1066. Battle of Hastings, Civil War, WW2 and modern wars.</p>
Year 5	<p>Victorian Britain Local study: What impact did the Victorians have on Wolverhampton today? <i>Black History: Nina Simone</i></p>		<p>Anglo Saxons and the Vikings (1 term)</p>
Year 6	<p>Early Islamic Civilisation – Why was Baghdad a significant settlement. <i>Black History: Nelson Mandela.</i></p>	<p>Ancient Greeks (1 term of learning to start in Spring 2 and to continue into Summer 1).</p>	<p>Ancient Greeks (1 term of learning to start in Spring 2 and to continue into Summer 1).</p>