Westgarth Primary School

History Policy

Intent

Here at Westgarth, we like to show the 'wow' factor of world-wide history through stories, sources, experiences, practical activities, discussion and through the encouragement of awe, wonder and questioning. History is taught with the intent of giving children a secure, chronological understanding of key events during British History, as outlined in the National Curriculum. Children will also cover several aspects of 'World History' which will help to broaden their own knowledge and experiences of other cultures.

Living in the small town of Marske, children have limited access to diverse cultures. We aim to develop this knowledge by learning about significant people, events and eras beyond the history in our local area. We combine local history with geography which helps children to know their identity and the revolutionary part our area has played in history.
Within our teaching of History, we focus on one of four substantive concepts in order to make links between different eras of History and to allow children to gain an understanding of the more abstract historical terms. Our four substantive concepts are;

- Society and Culture,
- Power,
- Invasion and Settlement,
- Achievement and Legacy.

There is also an emphasis on children developing the skills they need to become independent, thoughtful and resilient historians. They will develop their skills in investigating sources of information and be able to form their own conclusions on a key date, event or figure.
We hope to create historians full of critical thinking, respect and inspiration for future generations!

Aims

The aims of history are:

- To instil in the children a curiosity and understanding of events, places and people in a variety of times and environments.
- To develop an interest in the past and an appreciation of human achievements and aspirations

- To understand the values of our society
- To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another
- To develop a knowledge of chronology within which the children can organise their understanding of the past
- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours
- To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials
- To distinguish between historical facts and the interpretation of those facts
- To understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial

Equal Opportunities and Inclusion

All children have equal access to the History programme of study that satisfies the National Curriculum 2014 requirements. It is important for all children to experience a range of historical activities in ways that are appropriate to their needs and abilities. Special provision is made in exceptional cases.

History in EYFS

History is taught in EYFS as part of topic work, through child-initiated and adult-led activities. It is the place where the excitement in learning about the past begins. Through our understanding of the world we discuss past and present events in our own lives and in the lives of the people we love. We do this by sharing photographs and stories and taking the time to listen to where we have all come from.

History in KS1

History in KS1 focuses on people's lives and lifestyles. Here, pupils are taught about 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; and significant historical events, people and places in their own locality.

They develop an awareness of the past, using common words and phrases relating to the passing of time. Stories and sources will be used to help them ask and answer questions.

In KS1, we also focus on two or three of our substantive concepts in order to create an emphasis for our teaching and create links between different areas within History.

History in KS2

In Key Stage 2 pupils learn about significant people, events and places from both the recent and more distant past. The will continue to develop their chronological understanding of British, local and world history. Here, pupils are taught about the 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 British history that extends chronological knowledge beyond 1066; the achievements of the earliest civilisations; a study of Ancient Greece; and a non-European study that provides contrast to British history (Mayan Civilisation).

In KS2, we also focus on two or three of our substantive concepts in order to create an emphasis for our teaching and create links between different areas within History.

Assessment

Our assessment of History is achieved through:

- daily formative assessment throughout the year through; discussion and questioning with pupils, observation of pupils, marking work, quizzes

- a summative assessment of pupil's progress in the use of History skills and knowledge, at the end of each block

Monitoring and Evaluation

The Subject Leader is responsible for:

- taking a lead in policy development.
- monitoring the provision and development of the subject throughout the school.
- supporting staff.
- managing the History budget and resources.

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