

# Gwladys Street Primary Community Primary and Nursery School

## History Policy



<b>Approved by:</b>	Full Governing Body	<b>Date:</b> May 2025
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## Links to Whole School Aims

**We want our school to be one: -**

1. Where everyone has access to an engaging, creative and challenging curriculum that promotes a love of learning.
2. Where everyone feels safe, happy and secure in our learning community.
3. Where everyone works in partnership with the wider school community.
4. Where Golden Opportunities are provided in an Inclusive Setting.
5. Where everyone respects each other and works as a team to achieve our GOALS.
6. Where children develop lively, enquiring minds, self-confidence and independence.
7. Which promotes a healthy lifestyle and positive, spiritual and moral values.

### 1. Intent

1.1 History can mean two things - the past and the study of the past. The past includes all aspects of our lives that have gone before. History shapes the customs and beliefs of the community to which we belong. Learning about the past, and the methods used to study it, helps pupils to make sense of the world in which they live.

1.2 History is about real people and real events interacting upon each in the past. It is important that we can find out what has happened in the past through the use of actual evidence which comes from many sources and is presented in many ways. Through history, pupils will develop the concepts of continuity and change which are frequently part of our everyday experience.

1.3 The intention of history in our school is:

- To arouse interest and curiosity in the past, stimulate the imagination and help pupils to understand the present in the context of the past.
- To develop an understanding of the concepts of time and chronology.
- To help give pupils a sense of identity and an understanding of their own cultural roots and shared inheritances and recognise that the past is different to the present and people from other times may have had beliefs and values different from our own.
- To learn about the major issues, human achievements and events in the history of our country and of the world and to contribute to pupils' knowledge and understanding of the countries and cultures.

- To understand that events have usually a multiplicity of causes and that historical explanation is provisional, always retractable and sometimes controversial.
- To understand the nature of evidence by emphasising history as a process of enquiry and by developing the range of skills required to interpret primary and secondary sources.
- To enrich other areas of the curriculum.

## **2. Teaching and learning style**

2.1 We use a variety of teaching and learning styles in our history lessons. We believe in whole-class teaching methods, and we combine these with enquiry-based research activities. We encourage children to ask as well as answer historical questions.

2.2 Our curriculum covers a range of cultural, historical and ethical backgrounds and offers purposeful and meaningful experiences to apply, share and develop this knowledge. Our diverse, culturally rich, wide-scoping and rigorous/coherent curriculum is underpinned by the teaching of basic skills, knowledge, concepts and values in a rigorous and coherent way. Explicit links to storytelling and creativity are made to ensure children to engage and enthuse learners. Many enhancement and enrichment activities are used throughout the curriculum to engage learners and create purposeful, high leverage outcomes that give children the opportunity to use and apply their developing knowledge and skills. Our aim is to create an environment that prompts curiosity, critical thinking and allows learners to connect strands of learning across all aspects of the curriculum.

## **3. Implementation**

3.1 In learning history, pupils will:

- Use a range of sources such as people, the local environment, photographs, portraits, artefacts, written materials, ICT based materials, data, TV / video extracts.
- Investigate significant issues about the past.
- Compare historical periods and the effect of historical issues on people's lives.
- Take part in visits to historical or educational sites to enhance their learning.
- Work in a variety of contexts - individually, in groups, as a whole class.
- Present their knowledge and understanding in a variety of ways.
- As they grow in confidence, begin to pose and investigate their own questions about the past.

3.2 Through focussed teaching, we ensure our historians show the following characteristics:

- A range of vocabulary, that builds on prior learning, allowing children to draw upon these when learning history.
- An understanding of historical events and significant people and the impact they have had on the world.
- Show confidence, through speaking and listening activities, to take part in enquiry-based lessons resulting in detailed, informative presentations.
- Curiosity towards relevant and current issues in society and how the past has influenced these issues.
- Understand that fieldwork is an essential component in the study of history.

#### **4. Impact**

4.1 Our aim as a school is that children will know more, remember more and understand more about history. They will understand and use the key skills of chronological understanding, knowledge and understanding of events in the past, historical interpretation, historical enquiry and organisation and communication. As historians, children will learn lessons from history to influence the decisions they make in their lives in the future.

#### **5. History curriculum planning**

5.1 At Gwladys Street, we are using the 'Opening Worlds' Humanities Curriculum. This curriculum is implemented in Year 3, Year 4 and Year 5. KS1 are currently following the 'Kapow' curriculum up to the summer term of Year 2 who begin 'Opening Worlds' in preparation for Key Stage 2.

5.2 The 'Opening Worlds' approach has a coherent, chronological and rigorous structure that ensures that links are not only made across individual subjects but also across each of the topics covered. This means that knowledge is gradually and successfully built upon and children make explicit links using their previous knowledge. This is consistently revisited and retrieved.

5.3 Foundation stage: History in the Foundation Stage is taught within the specific area of "Understanding the World". The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world. The pupils are encouraged to talk about their families and past and present events in their lives. They begin to gain knowledge and understanding of the world through:

- Photographs/artefacts
- Listening to stories and memories of older people

- Role play activities
- Discussing events in the past and their own personal lives

5.4 Key stage one: The 2014 National Curriculum at Key Stage 1 focuses on developing children's awareness of the past, using common words and phrases relating to the passing of time. They will 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. Children will begin to use a wide vocabulary of everyday historical terms. They will 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 will understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils will be 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
- Significant historical events, people and places in their own locality.

5.5 Key stage two: The 2014 National Curriculum at Key Stage 2 will continue to allow children 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 will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children will construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will begin to 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

## **6. The contribution of history to teaching in other curriculum areas**

6.1 At Gwladys Street Primary, we use History to promote learning across many areas of the National Curriculum, including:

English -The use of quality texts as sources to read and extend historical vocabulary and using writing skills to present information.

6.2 Maths - The use of chronology, data and historical charts and graphs to analyse.

6.3 Computing - The use of computing both to find and present historical research.

6.4 Geography - Developing geographical knowledge when learning about past events in other places.

6.5 Art, DT and music - Looking at art, music and technology from the past as sources of evidence.

6.6 Spiritual, moral, social and cultural development - We offer children in our school many opportunities to examine the fundamental questions in life through the medium of history. For example, researching and discussing the beliefs of peoples of the past, and their influence on the beliefs of the peoples of today; recognising the difference between right and wrong in historical situations and readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England; understanding of the consequences of the actions of people in the past, and applying this understanding to their lives today; investigating, and offering reasoned views about, moral and ethical issues from the past, and being able to understand and appreciate the viewpoints of others on these issues and an understanding and acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

6.7 Cross-curricular teaching of history

History may be taught in a cross-curricular approach across a range of subjects in order to enhance the knowledge and understanding of the nature of the subject.

## **7. History and inclusion**

7.1 At our school, we teach history to all children, whatever their ability and individual needs. History forms part of the school curriculum policy to provide a

broad and balanced education to all children. Through our history teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. We enable all pupils to have access to the full range of activities involved in learning history.

7.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style, differentiation - so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This helps ensure that our teaching is matched to the child's needs.

7.3 Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to geography.

7.4 We enable all pupils to have access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **8. Assessment, Recording & Reporting**

8.1 Historical skills can be assessed through interaction with pupils in a variety of ways, for example, questioning, oral responses, written responses and using computing. O-track (a skill-based assessment tool) is also used to record children's attainment. Deduction and investigative skills will be assessed by end products. Teachers will report their child's progress using O-track and the school's own assessment sheets to show the coverage of history skills.

## **9. Resources**

9.1 We have sufficient resources for all history teaching units in the school. We keep these in the KS2 year groups where they are taught and in a central area (staff room cupboard) for KS1.

## **10. Historical visits**

10.1 Historical visits are integral to good history teaching, and we include as many opportunities as we can to involve children in practical historical research and

enquiry. Not every unit may lead to an historical visit or visitor but they are encouraged wherever possible.

## **11. Monitoring and review**

11.1 The monitoring of the standards of children's work and the teaching of history is the history subject leader's responsibility. To monitor and evaluate history, the co-ordinator:

- Monitors teachers' planning and pupils work.
- Support colleagues in the teaching of history.
- Review resource provision.
- Review and evaluate the action plan and budget.
- To provide a strategic lead and direction for the subject within school.
- Keeps up to date on new and current developments in the subject.
- Works co-operatively with the Inclusion manager to ensure provision for history is inclusive.
- To evaluate the topics using O-track to ensure that National curriculum programmes of study are being covered and that there is progression.
- Review the history policy at least every two years.

11.2 This policy will be reviewed at least every two years.