

History Policy

Welsh House Farm Community School and Resource Base



“Inspired to grow and flourish”

Approved by:

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Last reviewed on:

**Next review due
by:**

History at Welsh House Community School strives to adhere to the principles of the History Curriculum. The purpose of the History policy is to outline the teaching, organisation and management of History at Welsh House Farm Community School. We aim to ensure that all pupils:

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', 'power', 'migration' and significance.
- 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

National Curriculum 2013

At Welsh House Community School we believe that the role of the History curriculum is to provide children with enriched learning experiences that reflect the needs and identity of the school community. Children will gain a greater understanding of their own identity and the chronological context they live in by exploring significant people, events and civilizations from the past.

We will achieve these aims through organising a history curriculum that enables the teaching styles to reflect the needs of the children within our school. Therefore, you will see the following features in the History curriculum:

Curriculum

The History curriculum is organised as an accumulative curriculum whereby key historical concepts are taught throughout the year alongside substantive and disciplinary knowledge. The substantive knowledge the children learn are key historical facts such as dates, places or people. Key historical concepts are organised so they are developed and revisited

throughout the year and across the whole primary age range. In addition, the key components of disciplinary knowledge such as Change and Continuity, Similarity and Difference, Cause and Effect, Significance and Interpretation and Handling Data are developed and revisited throughout the year and the Primary Age range. To enable children to deepen their historical knowledge, we believe that our school curriculum develops both the children's substantive and disciplinary knowledge.

Substantive knowledge

Substantive knowledge is the specific and factual content of the history curriculum.

Disciplinary knowledge

Disciplinary knowledge is the skills and techniques used by historians to help understand the past.

Historical Concepts

At Welsh House Farm Community School the History curriculum is planned to ensure historical concepts are revised and revisited to ensure children have a deep understanding of **Power, Migration, Empire and Significance**. These concepts have been chosen because they reflect the diverse nature of our school community and will help children understand their own identity and the reasons for the existence of their own surrounding community. In addition, these concepts have been chosen because they will illustrate the importance and relevance of understanding the history of Britain and the wider world.

Disciplinary Knowledge

At Welsh House Farm Community school, the history curriculum will develop the children's disciplinary knowledge through enquiry-based learning and improving their communication and analytical skills. This will be achieved by outlining key components of disciplinary knowledge so that teachers will organise enriched learning experience to develop the children's historical knowledge and skills. The following components are outlined in the History progression maps and teachers are expected to adhere to these to ensure implementation of an accumulative curriculum.

Change and Continuity

Children will explore a historical period or the life of a significant person or event by placing it or them in chronological context and evaluating what aspects of that topic have changed or remained the same over a period of time.

Similarity and Difference

Children will investigate the experiences of different people within a given Historical Period and compare those experiences with the present day. This will enable them to avoid making generalisations about the past but have a greater understanding of the complexity of people's lives in the past and be able make similar comparisons to the lives of people in the present day.

Cause and Effect

Children will explore the reasons for significant events and understand that a particular

event has occurred because of a series of factors. In addition, children will learn about how a historical event has implications that have resulted in significant long-term changes.

Historical Significance

Children will explore and investigate why a person, event or civilization is important to research and learn about. Historical topics have been chosen because they are deemed important and relevant to the children making sense of themselves and their understanding of the world around them.

Handling Evidence

Children will investigate a wide range of historical sources and understand that they are a valuable tool for understanding the past. Children will use historical sources to make observations about the past and moreover, children will use their developing historical knowledge to help evaluate the authenticity of the evidence provided.

EYFS

History is not taught as a discreet subject but part of the wider curriculum. Within Understanding the World, the ELG entitled Past and Present is explored through a wide range of curriculum activities. Through discussion, trips, visitors children are able to talk about members of their immediate family and community, describe and name people who are familiar to them, comment on images of familiar situations in the past and compare and contrast characters from stories that include people from the past..

Key Stage 1

During Key Stage 1, children learn about significant people and events. There is also a focus on local history because in Year 1 the children explore the significance of George Cadbury and in Year 2 the children investigate significant people connected with the town of Warwick. Children learn about history through a variety of learning experiences such as trips, drama workshops, visitors, analyzing historical sources or researching information. Children have the opportunity to communicate their understanding through a variety of methods such as art projects, presentations or written explanations.

Key Stage 2

During Key Stage 2, children learn about significant historical periods, people, and events. The children learn about change and continuity in Britain and in other parts of the world. They analyse, investigate, and evaluate a wide range of sources, to help them understand Britain's past and different civilizations from around the world. Children learn history from a variety of learning experiences such as trips, visitors, drama workshops, analysing historical sources, evaluating the authenticity of historical evidence or researching information. Children will make links with other curriculum areas and use a wide range of skills to communicate their ideas.

Assessment

At Welsh House Farm Community School, we see assessment as an integral part of teaching and learning, and it is inextricably linked to the history curriculum.

We use two broad overarching forms of assessment: day-to-day in-school formative assessment or forms of summative assessment such as quizzes, presentations or projects. Assessment is used to evaluate the children's substantive and disciplinary knowledge which helps the teacher evaluate and design learning journeys that meet the needs of individual children.

Marking

- Adult's marking relates to the purpose of the lesson and makes a clear reference to the lesson objective or success criteria.
- All Work in the History books must be marked before the next piece of work is started.
- When staff mark, they write a comment and provide a next step or a gap task.
- Pupil 'reflection time' must be carried out regularly to allow pupils to reflect, read and respond to comments made.
- In Foundation Stage, children are given instant feedback during focussed activities, group activities and 1:1 supported activities. The practitioner also discusses next steps for the child to progress further. If written work is completed children are given instant feedback and often supported to complete a gap task to move learning forward. Practitioners will record an observation of the child's progress during the task
- Where possible, in FS, KS1 and with SEN pupils, work will be marked with the child present and individual oral feedback given.
- Pupils will be encouraged to reflect on their work as appropriate, with adult guidance where necessary and with encouragement to gain independence as they mature.
- Development points, gap tasks and comments will be written in appropriate child speak, according to the child's age and ability, reflecting upon the learning objective.

Presentation

At Welsh House Farm we have high expectations of learning behaviour and therefore we expect children to take pride in the work they produce. We realise that presentation is not just about showing pride in your work but is an integral to the children been able to effectively organise and communicate their understanding. Therefore, there are a series of non-negotiable requirements to ensure children's presentation facilities their understanding.

Roles and Responsibilities

The Governing Body, Head teacher, and History Coordinator will review this policy at regular intervals with staff. The History Coordinator, in consultation with the Head teacher, will monitor the effectiveness of the history provision at Welsh House Community School. This will be achieved through:

- Book trawls
- Learning walks
- Assessment analysis
- Lesson observations
- Monitoring of planning

History Coordinator

- Is responsible for ensuring history is a high focus throughout the school- by providing regular professional development, having informal and formal professional dialogues, promoting historical visitors and visits and providing ideas for displays and learning activities.
- Is responsible for ensuring that the policy is implemented and co-ordinating the monitoring of progress.
- Is responsible for monitoring resources, creating bids and purchasing resources.
- Is responsible for organising and implementing Professional Development activities that improve the quality of the teaching of history.

Phase Leaders/ Class Teachers

It is every class teacher's responsibility to be aware of and ensure they are following the school history policy. It is also the class teacher's responsibility to ensure support staff are following guidelines set out in history policy.

Support Staff (Intervention/TAs)

Support staff who work within the classroom must liaise with class teachers to ensure they have the appropriate curriculum knowledge; liaising regularly with key members of staff to discuss progress, barriers, and any additional needs of pupils.

Cross Curricular links

The history curriculum provides the opportunity to develop the children's English skills because children interpret presented in written and diagrammatic form. In addition, children collect and summarise information to present their findings. Moreover, children use a broad range of writing skills to communicate their ideas. Children also use a wide range of computer skills to research information and present their findings in a variety of ways. The teaching of continuity and change supports the children's understanding of numbers by children ordering events and people chronologically on a timeline. In addition, researching databases such as the crime statistics in Victorian Britain provides opportunities for children to demonstrate their understanding of data handling. The use of maps to help locate different civilizations or to understand the effects of historical events such as The Great Fire of London helps develop the children's understanding of graphicacy. The focus on providing enriched learning experiences through drama, visitors, or trips to engage children, supports the creative arts. Therefore, at Welsh House Farm Community School, history is a unique subject that allows children to express and communicate their understanding in a creative

and imaginative way.

Gifted and Talented Children

Teaching staff at W.H.F.C.S should provide activities to support children who are high achievers in history to ensure that appropriate challenges are set for children who are high achievers in history. Teachers need to be aware of the School G&T Policy and to ensure they are delivering appropriate provision for identified pupils.

Equal Opportunities:

History forms part of the School Curriculum Policy to provide a broad and balanced education for all children. Through our teaching of history, learning opportunities are provided that enable all children to make progress irrespective of gender, cultural and social background and disability.

Health and Safety

Teaching is planned in line with the school's Health and Safety Policy. Also, children are taught to use the equipment in a sensible and safe manner. However, transporting heavy equipment to classrooms and within them is to be carried out by an adult.

Relevant Documents

Presentation policy

Marking policy

Assessment policy

SEN policy

