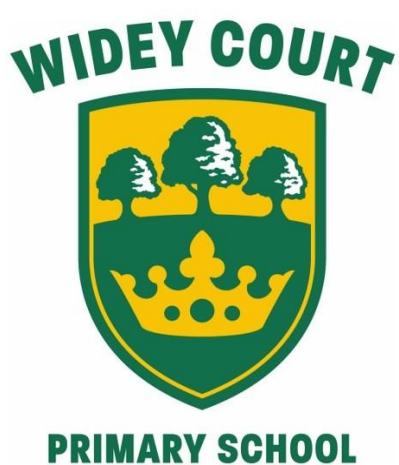


WIDEY COURT PRIMARY SCHOOL

History Policy



<i>Policy reviewed on:</i>	<i>September 2026</i>
<i>Date of next Review:</i>	<i>September 2027</i>
<i>Who reviewed this policy:</i>	<i>Mr Chris Rea</i>

- 1) Intent**
- 2) Implementation**
- 3) Impact**
- 4) History in EYFS**
- 5) Teaching & Learning Strategies**
- 6) Role of the Co-ordinator**
- 7) Role of the class teacher**
- 8) Adaptive teaching**
- 9) Cross curricular learning**
- 10) Monitoring & evaluation**
- 11) Assessment & record keeping**
- 12) Health and Safety**

- 1) Intent**

Widey Court is situated in the city of Plymouth in the South West of England. Our location has influenced the decisions made in designing this curriculum. As a coastal city and historic port, there is a strong need for pupils to understand themes of explorers and conflicts and how Plymouth has impacted on local, national and international history. Through using the concepts of empire, civilisation, impact and influence, culture, relationships and movement each unit will be shaped by these concepts. Each unit builds from the prior knowledge gained and enables our children to think deeper about their understanding of History. Deliberate curriculum choices have been made to enable the children to conduct historical enquiry both in the class and through fieldwork and trips wherever possible. Our curriculum refers to the rich archaeological and historic treasures and sites available on our doorstep. Choices have been made to facilitate the best possible retention of learnt facts through a sequential curriculum where children revisit key concepts throughout their primary career.

2) Implementation

History follows the National Curriculum; objectives are delivered through units building to a final piece of work- a few things greater depth approach is taken with History. Children a timeline at the start of each unit to embed their chronological knowledge. The substantive concepts ensure skills specific to History are taught each multiple times across each child's primary career at Widey, they are based on the aims of the national curriculum. The curriculum makes use of prior knowledge and provides clear references on how learning will be used in each unit and each lesson. Children will enjoy school trips, welcome visitors and view artefacts– all of which works to enrich their experience within History.

3) Impact

Through lesson observations and children interviews, children will be able to demonstrate their increasing knowledge of historical skills. Children will be able to recall known facts that have been taught and gain a deeper understanding of the substantive concepts over time, making links between different historical periods.

4) History in EYFS

In the Foundation Stage, History is taught under the heading 'Understanding the World.' This covers the subjects Geography, Science, DT, History, RE and ICT. This is a major area of learning and enquiry, focusing on Children's developing knowledge and understanding of their environment, the world around them, other people and features of the natural and man-made world. It provides a foundation of historical, geographical, scientific and technological learning. History mainly falls under the sub-category, 'People and Communities.' Children in the Early Years of development are encouraged to talk about their own past experiences and those of people who are familiar to them. They are encouraged to recall and talk about significant events in their own lives, recognising and describing special times or events for family and friends. By the end of the Foundation Stage our children work towards achieving the Early Learning Goal in 'People & Communities.' Children reaching this benchmark are expected to talk about past and present events in their own lives and in the lives of family members in more

depth. They can also describe some similarities and differences between themselves and others, families, communities and traditions. We teach history as an integral part of the topic work through child-initiated and adult-led activities.

5) Teaching and Learning Strategies

History should be taught using:

- History will be taught in line with the whole school progression document and threaded through each area will be the substantive concepts.
- A timeline of previous units at the start of each unit.
- Recap of previous learning (ROCKS).
- A variety of teaching strategies to excite and engage all types of learners, including those with additional needs and SEND.
- A balance of imparting knowledge and independent research involving the use of the library, internet and sources and artefacts.
- Whole class lessons, individual, paired and group work.
 - Role play, hot seating and other drama activities.
- Cross curricular activities, where appropriate, that do not distract from the history intent.
 - Visitors to school and Visits out of school, where appropriate.
- A range of suitable resources and materials.
- Practical and hands on activities. History teaching should develop the following skills:
- An understanding of chronology.
- Knowledge and understanding of events, people and changes in the past.
- How history is interpreted.
- Different methods of enquiry.
- How ideas are organised and interpreted.
- Questioning Skills.
- Resilience and wellbeing.
- Understanding of local history.

6) Role of the Co-ordinator

- Produce the History and ensure that it is implemented consistently throughout the school.
- Provide advice to teachers or seek information to help support with appropriate resources and approaches to assessment.
- Attending relevant courses and feedback to staff new information and ideas.
- Arranging in-service training and providing advice and assistance to all staff.
- Monitor Teaching and Learning.

7) Role of the class teacher

Class teacher is responsible for ensuring each child is able to become Historian into ensuring that pupils are taught the statutory requirements for history. Class teachers are also responsible for evaluating their schemes of work and for appropriately resourcing the art activities.

8) Adaptive teaching

History is taught whatever the child's ability. 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 progress. We do this by setting suitable learning challenges and responding to each

child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. 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. This ensures that our teaching is matched to the child's needs.

9) Cross-curricular learning

Often, work in History will have cross-curricular connections. Where this is the case, these links should be shown in teachers planning for the curriculum areas involved. It is essential that the teaching of history is at the forefront of the teaching. The use of appropriate teaching and learning strategies should enable pupils learning and encourage historical thinking.

When children are undertaking activities that are directly related to another element of the curriculum, they should be aware that the session is an art investigation and are therefore focussing upon art skills.

10) Monitoring and evaluation

The history Co-ordinator and senior management are responsible for observing practise and monitoring the quality and impact of history teaching and learning, through

11) Assessment

Teachers assess history in line with the assessment and marking policies of the school. We use assessment as an integral part of our teaching process and use it to inform future planning and to facilitate differentiation. Teachers will make a termly assessment of children's progress against the skills required for their own year group. This is reported to parents annually. Assessment is on-going to check the pupils' understanding of the topic and ensure progress is being made. Monitoring takes place regularly to ensure coverage, progression and continuity throughout the school. This is done through sampling children's work, teacher planning and talking to staff and pupils. Pupils' historical work is regularly displayed throughout the school and lesson observations are used to provide support to other members of staff and as part of professional development. In the Foundation Stage assessments are made under the main heading of 'Understanding the World.' Assessments are mainly made through observation and questioning. This information is fed into the 'Target Tracker' software and is used to facilitate planning, assessment and reporting.

12) Health and Safety

It is essential that class teachers ensure the health and safety of children at all times. Learning in History lessons does have less risks attached than some areas of learning due to it generally being a classroom based subject. However, the following areas do need consideration.

- When handling primary evidence, children need to wash their hands before and after use and also be aware of sharp edges or abrasive surfaces. If historical items are particularly old, dust allergies and asthma need to be considered.
- When using visitors from the local area to support history learning, it is important that they meet the standard DBS checks and are aware of all health and safety and safeguarding procedures. If potentially dangerous items such as weaponry or tools have been brought in, children will need reminding of appropriate behaviour.
- If completing historical activities in the playground or around school, children will need to be reminded of acceptable behaviour.
- History field trips are a brilliant way to learn but of course come with the risks that all off site trips contain. A thorough risk assessment needs to be carried out and a member of senior leadership will need to be liaised with

13) Expectations within History

Planning	Notes
Clear enquiry question that is linked to a concept.	
Clear range of sources in planning used (primary and secondary).	
Evidence of appropriate resources planned in.	
Key learning met, from the progression document, referencing the substantive concepts.	
Clear build up to answering enquiry question.	
Planning builds on prior knowledge- linking back to previous concepts and units taught.	
There are opportunities for children to follow their own historical enquiry e.g. answering their own questions.	
Books	
Age expected writing standards addressed in marking.	
A range of evidence of children recording (pictures, writing, drawings etc).	
'I cans' must include one of the substantive concepts.	
Clear links to concepts within the piece of learning.	
Progression document objectives are evident within the books.	
There are clear links the previous substantive concepts taught- where applicable.	
One lesson within a unit explicitly shows which sources have been used.	
Inserts are evident (sources/ how I am a historian/ concept explanation).	

Timelines	
Yearly coverage stuck in, at the start of the year, before the unit overview.	
Referring back to yearly timeline at the start of each unit.	
A timeline of key events, for the unit, evident in books within lesson 1.	
Unit overviews	
Objective 1 reads as <i>I can understand the key events of X in chronological order.</i>	
Objectives link to 'I cans'	
Names of concepts are on the overview.	
Key concepts are included in the 'key vocabulary' section	
A snippet of the main timeline needs to be included to show context of unit in time.	

14) Phases within History

History at Widey Court will follow three phases which are outlines below:

1. **Revise:** including ROCKS, recap of previous substantive concepts (longer reaching ROCKS), chronological order of units taught.
2. **Enquiry-** using primary and secondary sources, children answering their own questions, learning in unit context with links to substantive concepts, understanding the chronology of time within the unit and the wider scale of time.
3. **Review** – Answering the enquiry question, reviewing links between substantive concepts, building their knowledge of chronological time

Headteacher Name: _____	Governor Name: _____
Signature _____	
Date: _____	