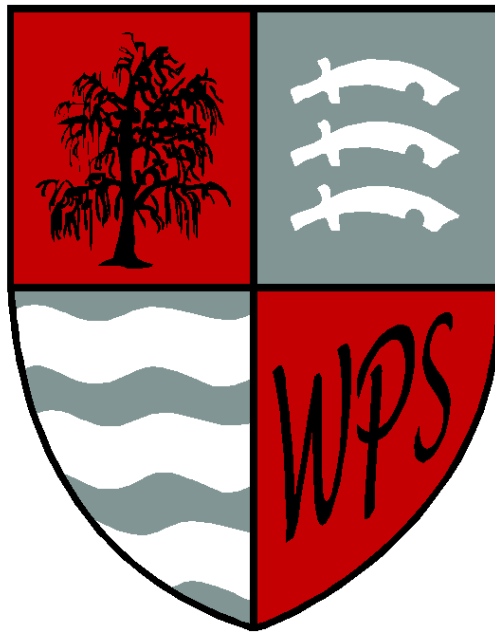


Willowbrook Primary School



History Policy

Introduction:

At Willowbrook Primary School we are committed to providing all children with learning opportunities to engage in history. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It has been developed through a process of consultation with school staff and governors.

History is about real people who are alive, have lived and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships. History should be seen as an exciting subject that fires the children's curiosity about the past in Britain, Europe and the wider world and plays an essential part in preparing us for living and working in the contemporary world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics and what beliefs and cultures influenced people's actions. As they do this, children develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values. In history, children find evidence; consider it with reasoning; and reach their own conclusions. To do this they need to be able to research, sift through evidence and argue their point of view – skills that are prized in adult life.

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 foster the skills of enquiry, research, investigation, analysis and evaluation
- 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 differs 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

Curriculum Organisation:

Here at Willowbrook we have a thematic and cross-curricular approach to teaching, using topics of interest to engage and enthuse children in order to provide them with real life references for what they learn. (See list of topics below) Children are given a stimulus to excite them about each new topic, as well as an opportunity to consider what they already know. This is referred back to at the end of our topic so that children are involved in assessing their own learning and skills progression.

We teach history in a variety of ways; whole class and small group lessons and activities, where children can work collaboratively and individually. We engage enquiry-based research using a variety of artefacts, first-hand and second-hand sources alongside promoting the use of technology to support this. Additionally, we visit places of interest such as museums and historical buildings as well as our local area. We organise educational workshops lead by staff and outside agencies and have a variety of visitors with key links to the topic. Each activity is designed to engage children's interest and sense of fun whilst developing their knowledge and skills, building on assessment of their previous learning.

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through history the children learn a range of skills, concepts, attitudes and methods of working. We aim to link the teaching of history to other areas of the curriculum. The breakdown listed shows the key topic areas for each year group. Those underlined have a specific history focus although elements of history and historical enquiry are covered in other topics and other subjects – which is evidenced on the whole school history curriculum map.

	Autumn	Spring	Summer
EYFS	All About Me	Paws, Claws and Whiskers	Growing Magic
	Super Me	Fun on the Farm	Hot and Cold, Fire and Ice
	Food and Drink	Jungle Fun/Under the Sea	Flutterby Butterfly
Year 1	<u>Toy Story</u>	<u>Eager Explorers</u>	Fighting Fit
Year 2	<u>Towers and Turrets</u>	<u>London's Burning</u>	A Bugs Life
Year 3	London	<u>Romans</u>	Lion King
Year 4	<u>Raiders & Invaders</u>	Chocolate	<u>Ancient Egypt</u>
Year 5	Rainforest	<u>Ancient Greece</u>	<u>Age of Change</u>
Year 6	<u>Crime and Punishment</u>	Our Changing World	Moving On

EYFS: Understanding the World:

Children in the foundation stage explore history through the area of Understanding the World, which is then broken down into a section titled Past and Present. The children 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. The children develop a deep understanding through planned guided and independent activities alongside child-initiated activities.

Monitoring and Assessing:

The history subject leader and class teachers are responsible for monitoring the standard of the children's learning in history. The subject leader is responsible for supporting colleagues in the teaching of history; for being informed about current developments in the subject; and for providing a strategic lead and direction for the subject in the school.

We use a range of assessment strategies to assess pupil attainment in history. Strategies for teacher assessment include observing, questioning and discussion. Lessons and future planning are adapted according to the on-going assessments the teacher makes in order to ensure the lessons are pitched appropriately to the needs of the group. Topic work is marked regularly and children are provided with appropriate feedback on how to improve their work. Learning outcomes are displayed and shared throughout each lesson in order for children to understand the purpose of the session. Through the use of success criteria, children are guided to review their previous learning and look forward to what they will be learning. They are encouraged to assess their own work and identify strengths and areas for improvement.

Resources:

There are wide range of resources within the school both in classrooms and in specially collated topic boxes stored centrally and accessed as appropriate for each topic. We make much use of technology, particularly the internet and have used (pre-Covid) services such as the Library Essex Topic loan for artefacts and key books. The use of the internet is carefully monitored for safe use

by the children. We make much use of the local area for local area studies such as Hutton Poppers and Shenfield High Street.