



WHITEHALL PRIMARY SCHOOL

History Policy

1. Intent

At Whitehall Primary School, we recognise the importance of developing children's understanding of Britain's past and the wider world so that they can begin to think like historians and are able to make sense of the world they live in through making sense of the past. We intend to instil **awe** and **wonder** within the pupils about the past. By learning History, pupils will understand the complexities of people's lives, processes of change, diversity of societies and relationships between different groups as well as their own identity and challenges over time.

As they journey through primary school, our aim is for pupils to gain coherent knowledge and understanding of our world's history to provide a sense of relevance of the environment they live in. Our high-quality history education will support pupils in understanding their identity, their life and that of others; enabling full participation in our society. The history curriculum is underpinned by disciplinary and substantive concepts and is progressive from EYFS to Year 6. These concepts such as Sources and evidence; Historical interpretations; Cause and consequence; Change and continuity; Similarity and difference; Historical significance are covered throughout a child's journey at our school.

Our curriculum foundation is on developing pupils' **historical knowledge** and **critical thinking**, which are driven by 'big questions' at the beginning of each unit. Throughout the unit, children answer mini enquiry questions. We want pupils to ask perceptive questions, analyse and interpret the evidence. Pupils should build their historical knowledge of the past and able to articulate their understanding to others. By lessening the abstract nature of history and teaching through enquiry-based questions, we aim for pupils to leave Whitehall with secure chronological understanding of time periods in History.

1.2 Curriculum vision

The curriculum aims are underpinned by our school's core values: **Aspiration, curiosity and independency**.

At Whitehall, we strive for our children to have high **aspirations**. The curriculum provides them with the knowledge, skills and opportunities to be the best they can be. Children in EYFS, KS1 and KS2 will develop a sense of enjoyment and aspiration through quality first teaching of History to help them understand their identity and the world around them.

Weekly History lessons encourage children to be **curious** about understanding Britain's past and encourages them to know more about the past. Within lessons, teaching equips pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

Children are given many opportunities to be **independent** and are encouraged to develop self- confidence in using primary and secondary resources (sources of evidence), to help them understand significant aspects of History. By using a variety of sources of evidence, it encourages the children to understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.

2. Aims and objectives

- To give pupils an awareness of the past and how the past can help influence the present.

- To help pupils establish a sense of identity, community and family.
- To enable pupils understand cultural roots and shared inheritance.
- To develop a sense of chronology.
- To develop the ability to interpret and understand the past.
- To excite pupils and give them enthusiasm for the past.
- To help pupils empathise and explore the feelings of others.
- To enrich and help the teaching of other areas of the curriculum.
- To build pupil's independent enquiry skills through using a range of resources.
- To build pupil's resilience and wellbeing skills through a range of historical activities, whilst comparing the past to the present.

3. Implementation

3.1 Scheme of work

At Whitehall, for History, we follow a scheme of work from Curriculum Maestro that meets the requirements of the National Curriculum. All of the history projects are well sequenced to provide a coherent history curriculum that develops children's historical knowledge, skills and subject disciplines. Key aspects and concepts, such as chronology, historical enquiry, cause and consequence, similarity and change, significance and continuity and change, are revisited throughout all projects and are developed over time. All projects enable children to develop the variety of history skills based on evidence and enquiry.

Historical periods have been carefully selected and follows the guidance set out in the National Curriculum, with specific details relating to significant events and individuals to present a rich and diverse account of British and world history. Significant individuals are also chosen to reflect our cultural capital.

All history projects are taught in the autumn and summer terms, with opportunities for classes from Key stage 1 and Key stage 2 to revisit historical concepts in spring.

A curriculum progression map from EYFS to Year 6 outlines the **composites** we aim for our children to reach by the end of year. The **deliberate planning** of the history curriculum is **sequential** and **progressive** and ensures **key knowledge** and **skills** are revisited and built up over a period of time. The composites are broken down further into **components** which are found in the curriculum progression map and these are in more detail on the medium term plans.

Leaders have designed medium term plans for each topic, which include key vocabulary, the sequence of lessons, the learning intention and the key knowledge and skills that needs to be taught. Deliberate links are made to topics covered in previous year groups and these repeated encounters in different historical contexts ensure maximum readiness to learn new content. Abstract terms such as 'empire', 'civilisation', 'parliament', and 'peasantry' and repeated to ensure is it deeply embedded in long-term memory.

3.2 Teaching and learning

At Whitehall lessons are broadly taught in mixed ability groups and are structured to incorporate individual, paired and group work. Collaborative learning skills in particular are encouraged. History teaching focuses on enabling children to think as historians. We place an

emphasis on examining historical artefacts and primary resources. In each Key Stage we give children the opportunity to visit sites of historical significance and encourage visitors to come into school and talk about their experiences of events in the past.

The teaching of History involves:

- Handling artefacts
- Visiting museums and places of interest
- Accessing secondary sources such as books and photographs
- Using visitors to talk about personal experiences of the past
- Listening to and interacting with stories from the past
- Undertaking fieldwork by interviewing family and older friends about changes in their own and other people's lives
- Using drama to act out historical events
- Providing children with opportunities to work independently or collaboratively, to ask as well as answer historical questions.

3.3 Reading

We recognise and value the importance of stories in teaching History and this as an important way of stimulating interest in the past. High quality, challenging texts develop children's knowledge of the past. Through reading a wide range of texts, this helps build pupil' schemata effectively for important substantive concepts like empire, trade and tax.

These high quality texts develop children's historical writing so they can learn to write in history-specific ways.

3.4 Retrieval practice

The curriculum at Whitehall is grounded in the strongest available evidence about how pupils learn and retain knowledge in the long term-focusing on research from cognitive science. One of the learning strategies that we use is retrieval practice.

Retrieval practice refers to the act of recalling content that has previously been covered as it strengthens and deepens the knowledge that has been acquired within lessons. It supports our learners with developing an elaborative understanding of the knowledge, where they can analyse content and make links between concepts. As our pupils progress through the school, our aspiration is that the pupils become increasingly aware of the importance of self-quizzing and revisiting content that has been covered.

All learning will start by revisiting prior knowledge. This will be scaffolded to support children to recall previous learning and make connections. Mini quizzes are designed to support with this and are intended to be used as low-stakes learning strategies, which enable learners to reflect on their areas of strength and identify the gaps in their knowledge where additional practice would be beneficial. Quizzing is regarded as a more effective form of revision than merely re-reading information and highlighting significant parts. This is an evidence-informed learning strategy, not an assessment strategy.

3.5 Resources

In school there are resources available to enable us to teach all the History topics from EYFS to Year 6. Resources are allocated to particular year groups by the subject leader and these are kept in the classrooms. Some of these resources are:

- Classes have access to artefacts for each History topic.

- Photographs and pictures that support learning in each topic.
- A box of resources is delivered termly from the Creative Learning Services as a supplementary resource to help teachers engage children.
- A wide range of fiction and non-fiction books allow children to learn a history topic through stories.
- Videos and podcasts have been introduced to further support learning.

3.6 Knowledge organisers

History has a knowledge organiser for each unit, which is used as a learning aid and is referred to throughout each lesson. Time is allocated to revise from knowledge organisers for the benefit of repetition. These knowledge organisers help children reflect upon and to check their understanding of a topic, as well as embed the knowledge and skills into long term memory.

3.7 Differentiation and Adaptation

Every lesson is adapted to suit the needs of children. The adaptation ensures that the majority of children have the same outcome, but the resources and support they receive to achieve the learning intention may be differentiated.

3.8 Teaching children with Special Educational needs and The More able

At Whitehall Primary school, we teach History to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all the children. Through our History teaching we provide learning opportunities that match the needs of children with learning difficulties and we take into account targets set for individual children with SEND. The More able children are also provided with opportunities to extend and broaden their knowledge, as teachers plan challenge tasks which more able children are expected to access in every lesson.

3.9 Teaching children with EAL

In our teaching of history we are sensitive to the needs of those children with English as an additional language. Support is given where necessary to help in the understanding of historical vocabulary and language. In these lessons, physical or pictorial resources are encouraged as well as the use of digital devices.

Below is a list of strategies that teachers may use when teaching History:

- SEND/SEMH to have visuals to further support understanding
- Word banks suited to different abilities
- Extensions and challenges to be provided for the more able
- Age appropriate reading texts

4. Links to other Foundation subjects

Where there are opportunities for making meaningful connections with other projects, history projects are sequenced accordingly. For example, the project Dynamic Dynasties is taught alongside the art and design project Taotie to give children a better all-round understanding of ancient Chinese arts and culture.

5. Assessment and Recording

In History assessment is formative and ongoing. Children are always provided with instant verbal feedback and is encouraged throughout the lesson, after and before the next lesson and is used to support, consolidate or challenge pupils. Written feedback is provided to help children understand whether they have met the learning intention. Misconceptions are addressed during the lesson or once books have been marked. This needs to be addressed at the start of the next lesson and may involve the whole class, group or individual children. This will inform future planning and next steps.

Planning is evaluate and annotated after each lesson. Curriculum leaders monitor this to ensure it is being done regularly. These annotation allow the Subject Leader to monitor where there are gaps and what content needs to be revisited again.

At the end of each unit, summative assessments are conducted. Children have an opportunity to answer the big question and teachers assess this against the progression model. If children's historical writing includes substantive and disciplinary knowledge, it shows that a child is making good progress in History.

Children then have an opportunity to complete an end of unit test/quiz that further supports the assessment process, which checks if knowledge has been embedded in the long term memory.

Whitehall values the importance of communicating to parents and parents are encouraged to attend open evenings, parent evenings and can look through a child's history journey at our school.

6. Impact

At Whitehall Pupil voice shows that pupils are confident and able to talk about what they have learnt in history using subject specific vocabulary. Pupil voice also demonstrates that pupils enjoy history and are able to recall their learning over time. Pupils work demonstrates that history is taught at an age appropriate standard across each year group with opportunities planned in for pupils working at greater depth. Work is of good quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.

6.1 Monitoring and feedback

The History leader, Senior Leaders and Governors play an important part in the implementation of the curriculum and assessing the impact by leading a regular programme of monitoring, evaluating and review. This ensures that all of our children make progress from their starting points.

Levels of attainment are judged by teachers and levels are then indicated against the learning intention after each lesson on Curriculum Maestro. Teachers will indicate whether the child has attained, partially attained or not attained the lesson's learning intention. By the end of the unit. At the end of the year, teachers will use these methods of formative and summative assessment to allocate each pupil with a grade in History, which will be shown on their school reports.

The Subject Leader, Senior Leader and Governors will monitor and evaluate the impact of teaching on pupils' learning through:

- Book scrutiny

- Learning walks
- Planning scrutiny
- Pupil interviews
- Lesson observations
- Marking and feedback
- Staff feedback

The Subject Leader will provide the Head Teacher with an annual action plan in which they will have evaluated the strengths and weaknesses of the subject and indicate areas for further improvement.

7. Staff development

The Subject Lead supports teachers with the planning and delivery of the History curriculum. Teachers and staff are given opportunities to develop their understanding of the discipline of History through INSET days, local authority training and courses. The Subject Leader has provided staff with videos that support the teaching of chronology and understanding specific concepts. The subject leader for History identifies the school needs and provides professional development opportunities.

8. Link Governor

The named link governor, S. Armitage, is responsible for:

- Keeping up to date with the curriculum
- Tracking pupil and parent engagement with the subject
- Monitoring the quality of resources
- Reviewing action plans
- Monitoring teacher workload and CPD
- Monitoring the impact of the subject across the school and on pupils

9. Links with other Policies

The policy links to other policies and procedures:

- SEND policy
- Teaching, Learning and Assessment Policy
- Curriculum Policy
- Marking and Feedback Policy