



Woodside Primary School

HISTORY POLICY

In this curriculum area, we aim to develop children's understanding of British, local and world history using a question-based approach, which allows children to think critically and ask their own perceptive questions about the past. To help pupils to develop a secure understanding of chronology, children are given the opportunity to use different sources, including nonfiction and fictional accounts of historical events and artefacts. Children will also be given regular opportunities to note connections, contrasts and trends over time, and to question similarities and differences between events and periods in history.

Aims

At Woodside Primary School we aim to:

- Develop a chronological secure curriculum, so that children are not taught topics in isolation; rather, children recognise how one period sits with their knowledge of another.
- Enable children to know about significant events in British history and note connections, contrasts and trends over time.
- Know and understand significant aspects of history in the wider world.
- Provide a range of sources so children understand how knowledge of the past is constructed
- Develop children's historical enquiry skills.

Opportunities for cross-curricular learning

- Links to ICT to obtain, present and analyse information in a variety of formats.
- Draws on any opportunity to link history with English, as reading and writing in history stretch children and extend their English skills across a range of genres. Children also develop their speaking and listening skills through use of drama and role-play in their history lessons.
- Mathematics is crucial to children's understanding of chronology. Links are made to other aspects of history by looking at: price comparisons, the history of money, different representations of numbers, imperial measurements, data handling etc.
- Promotes pupils' awareness and understanding of gender, cultural, spiritual and moral issues.

Key concepts

There are a number of key concepts that underpin the study of history. Pupils need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.

- Chronological knowledge and understanding
- Interpretation
- Continuity and change
- Cause and consequence
- Similarity and difference
- Significance

Planning and assessment

There will be evidence in the learning environment of:

- Progress in the children's learning, specifically related to history skills (in their books, in displays on the walls, in conversation, in their learning behaviour and pupil interview sheets).
- Providing opportunities to learn through historical enquiry
- Using different sources of evidence (including other people's experiences and knowledge)

Teachers will ensure that:

- History subject content is taken from the National Curriculum. Teachers must use key objectives from the history assessment framework for their individual year group.
- Each unit being planned includes opportunities for children to investigate, handle artefacts, look at pictorial evidence, watch historical footage, take part in role play activities and have access to trips and visitors relating to the subject.
- Relevant links between subjects are maximised.

The role of the History co-ordinator is to:

- Support colleagues in teaching the subject content and developing the detail within each of their topics.
- Renew, update and complement resources needed to deliver the curriculum.
- Audit and monitor current practice.
- Monitor and ensure progression and continuity.
- Keep staff informed of developments or changes in the history curriculum.

Review

This policy will be reviewed in September 2022.

Headteacher: Richard Collings



History lead: Ashleigh Londesborough



Chair of Governors: Mike Nelson

