

**Wibsey Primary School**

**History Policy**

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| Agreed by Governors  Date: | Full Governors |  |
| Finance and General Purposes |  |
| Teaching and Learning | x |
| Signed on behalf of Governing Body by Chair of Committee: |  |  |
| Approved |  |  |
| Review | September 2024 |  |

**Intent**

The history curriculum aims to give children the powerful cultural capital they need to understand the world that they are growing up in. It will give a strong understanding of both British history and history of the world. It will give experiences of diverse cultures allowing pupils to appreciate history on a local, national and international level. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

**Implementation**

The History cumulative curriculum aims to teach History through a chronological approach allowing children to understand historical concepts through methods of historical enquiry. Children will be taught how to use historical evidence to discern how and why certain interpretations of the past have been constructed. Children will be able to make connections between local, national and international history allowing them to gain historical perspective.

The cumulative curriculum identifies specific historical skills and assessment points each Key Stage will achieve. These historical skills are tailored to topics which are outlined in a Long Term Plan. Children are given the opportunity to revisit and develop the skills taught as well as being given the opportunity to challenge and deepen their understanding.

***Key Stage 1***

Within Key Stage 1 children will develop their understanding of chronology by comparing the past and the present. Children will be able to order historical items and events chronologically using a wide range of vocabulary to explain why they have done so. Children will begin to look at different sources of evidence, such as historical artefacts, to widen their understanding of what happened in the past.

***Key Stage 2***

Within Key Stage 2 children will develop their understanding of Ancient Civilisations through their study of major world civilisations such as the Egyptians, Greeks and Islamics as well as early British History including the Romans, Celts, Anglo-Saxon and Vikings. Children will be given the opportunity to compare and contrast these periods of History by looking at different interpretations of key events and making connections between different groups of people. Children will be able to recognise similarities and differences between different periods, along with identifying how previous eras of history have influenced and impacted how we live today.

***The Foundation Stage***

Children develop their understanding of past and present through looking at images from the past and identifying simple similarities and differences. They talk about past and present events in their own lives and those of their family. Through the rich provision, they compare and contrast pictures and simple stories, including stories that include figures from the past.

* **Remote Learning**

If there is a period of remote learning, the curriculum coverage will stay the same for children. Online teaching and learning resources will be offered to children unable to attend school in line with the cumulative curriculum and the remote education policy.

* **Cross-Curricular Links**

The teaching of History will provide opportunities for children to use skills from other subjects. History contributes significantly to the teaching of English by actively promoting the skills of reading, writing, speaking and listening. Texts that are used in English are linked to History topics allowing children to develop reading and writing skills. Children will develop oracy skills through discussing historical questions or presenting their findings to the rest of the class. Children will be able to use mathematical terminology to order dates and work out how long different periods of time lasted for. Additionally, children will enhance their computing skills as they are able to research information using the internet and present written work in a different way.

* **Enrichment**

At Wibsey we aim to provide enrichment to enhance children’s learning experiences. In History we do this through:

* Educational visits
* Historical enactment visitors within school
* **Inclusion**

We recognise the fact that we have children of differing ability in all our classes, so we provide suitable learning opportunities for all our children by matching the learning challenge to the ability of the child. Learning is scaffolded through careful resourcing to enable all pupils to access learning.

**Impact**

The monitoring of the standards of children’s work and of the quality of teaching in History is the responsibility of the History Co-ordinator. This involves supporting colleagues in the teaching of History and their historical knowledge and understanding, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The History Co-ordinator evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement.

The cumulative curriculum allows for teachers to continually assess learning that has been taught. It identifies ‘End Points’ that the children should reach by the end of the academic year. These End Points ensure that appropriate skills and knowledge have been taught in preparation for the next year. At the end of a unit of work children will be given the opportunity to complete an End Point Assessment task. These tasks are designed to support the assessment of History and will identify key areas within the subject where there are gaps in learning.