

# Warren Wood Primary Academy and The Evergreen Centre History Policy

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## Document Change History

<b>Date:</b>	<b>Version:</b>	<b>Description of Changes:</b>
November 2023	1.2	Added to Trust template and updated

## Mission Statement

*“To nurture and develop all people in our Trust so that they reach their full potential academically, vocationally, and personally, including being positive role models for future generations in the community. We will achieve this by providing high quality values-based education that cultivates employability and life skills making our schools the first choice for young people, parents, carers, staff and employers.”*

## Values

The values of Respect, Excellence, Collaboration, Independence, Perseverance, Enjoyment, Leadership, Integrity and Care are central to everything we do at the Skills for Life Trust.

## Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

## Rationale

At Warren Wood, History is part of our broad and balanced curriculum. Our History curriculum fosters curiosity to know more about the past, promotes the diversity of the world and an appreciation of our local and national area. Through our curriculum, the children gain knowledge and understanding of Britain’s past and that of the wider world and understand historical concepts and enquiry. They will learn to understand the process of change, the complexity of people’s lives, the diversity of societies and relationships between different groups, as well as how History has shaped their own identities and society today. Our History supports children to ask questions, think critically, evaluate evidence and examine arguments. We make our curriculum relevant to the children by linking our History learning, where possible, to the local area and community and by ensuring that our Skills for Life values are at the heart of everything we do.

## Guidelines

- All children are entitled to access to the National Curriculum for History.
- Planning is in line with National Curriculum requirements for KS1 and KS2 curriculum and the Early Years Foundation Stage (EYFS).
- The National Curriculum sets out the coverage of the History Curriculum
- Resources for each unit are stored within the relevant year group or Resource cupboard
- and children are taught to handle artefacts with respect.

## Key Skills

1. To develop a sense of chronology and time. The children engaging in ordering activities using historical evidence will help achieve this.
2. To encourage children to interpret accounts of history critically and to acquire and use skills to evaluate information given. This will help in distinguishing between historical facts and the interpretation of these facts.
3. To equip children with the skills and vocabulary to handle evidence.
4. To develop the ability to communicate results of historical investigation. By the end of Key Stage Two, the majority of children should be able to express historical arguments using supportive evidence.
5. To promote empathy. At the end of Key Stage 2, children should be able to appreciate predicaments or points of view of other people in the past. Differences in values and attitudes will also have been studied through discussion, role-play and drama.

## Implementation

Our History curriculum has been designed to ensure that the subject specific skills and knowledge the children will learn are clear and that progression is evident. The opportunity for revisiting knowledge and skills has also been built into the curriculum. Teachers plan using our Skills Map, which allows them to clearly identify where the children should be progressing to with their History learning, and identify any gaps in the children's knowledge or understanding. Cross curricular learning is at the heart of our whole school curriculum and our History learning links naturally and purposefully with learning in other subjects and with our RECIPE values.

A variety of teaching methods are used in History in order to stimulate and maintain the pupils' interest and ensure that the teaching of History is inclusive. Teaching methods include direct instruction, research gathering, use of artefacts, project-based work, drama, role-play, model making, cookery, creative writing, ICT and interactive games and use of story and discussion. The use of outside visits as well as invited visitors to the school are also an important part of the children's learning.

## Inclusion

All children are entitled to access the National Curriculum for History. At Warren Wood, we use inclusive and adaptive practice to ensure the achievement and enjoyment of all our pupils in History, including pupils with additional educational needs, disabilities, exceptional gifts and talents, and those for whom English is an additional language.

## Assessment and Recording

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key historical knowledge is taught to enable and promote the development of children's historical enquiry skills. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain their understanding.
- Providing effective feedback, including interactive marking through green pen questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of the pre-identified key knowledge and skills as set out in the History Skills Map being evidenced through the outcomes.
- Allowing children to choose, where appropriate, how they wish to present their historical knowledge and understanding, therefore avoiding an overreliance on written work as a method of assessment. Examples of this might be drama, role play, model making, art work, making a timeline or display.

## Monitoring and Review

All staff are responsible for monitoring the standard of their students work and the quality of their teaching in History. The History subject leader will also carry out additional monitoring in form of book scrutiny, staff and pupil's surveys and lesson observations, in order to provide positive and constructive feedback to support colleagues in the teaching of History. The History lead will keep informed about current developments in the subject and provide a strategic lead and direction for the subject in the school.