



WARREN WOOD

PRIMARY SCHOOL

History subject policy

Key Document Details:			
Author:	History Subject Lead (JP)	Department:	Education
Reviewer:	SLT	Version No:	1.0
Last Review:	September 2024	Next Review:	September 2025
Approver:	Executive Team	Date Ratified:	

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Equality Impact Assessment

Who is the policy or process intended for?	Pupils	Employees	Govs/ Trustees	Volunteers	Visitors
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Status of the policy or process:	New policy or process			Existing policy or process	
	<input type="checkbox"/>			<input checked="" type="checkbox"/>	
Analysis					
Protected Characteristic	Impact analysis			Explanation of impact analysis	
	Positive	Neutral	Negative		
Age:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Disability:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sex:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Gender reassignment:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Race:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Religion or belief:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sexual orientation:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Marriage or civil partnership:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pregnancy and maternity:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pupil groups (PP/SEN/CLA):	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Evaluation and decision making					
Summary of action taken:					
Final decision:					

Our Vision

To be the most respected family of schools - trusted to provide the highest quality of educational experiences in our communities.

We believe that by working together, rather than in isolation, we can accelerate school improvement and embed our vision in our academies. In working and collaborating towards our common strategic objectives, we can create more opportunities for lifelong success for our students.

The fundamental philosophy behind the Beyond Schools Trust's vision and strategic plan is all about thinking beyond the present day; looking at what is right for our students and staff both now and in the longer term.

Put simply we strive to:

- Develop and retain the best employees that know how to provide the best educational experience



- Support, motivate and reward our employees to go above and beyond for our students
- Be responsive to our students' and employees' needs so they are prepared for a rapidly changing world.

Our Mission

We want every one of our students, teachers, or Governors to be the best that can be. We will work tirelessly to support them to reach their potential.

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. In EYFS and Key Stage One, the children will develop their understanding of the vocabulary related to measuring time and the passing of time. In Key Stage Two, each time period studied will be placed on a timeline in context with previous time periods studied.



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 develop children's understanding of substantive concepts in History, through repeated encounters with these concepts in different contexts. Secure substantive knowledge supports the learning of disciplinary knowledge and the acquisition of further knowledge.
6. 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 and Curriculum Overviews, 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 Skills for Life 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.

Within the Evergreen Centre, the children have access to the mainstream curriculum for History and follow it at a level and pace which is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented. To successfully match pupil ability to the curriculum there are some actions we may take to achieve this:

1. Ensure that all pupils have access to the school curriculum and all school activities.
2. Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
3. Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
4. Assess arrangements are considered and monitored by the SEND Team.
5. Pupils to gain confidence and improve their self-esteem.
6. To work in partnership with parents/ carers, pupils, and relevant external agencies in order to provide for children's special educational needs and disabilities.
7. To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical, or emotional)
8. To make suitable provision for children with SEND to fully develop their abilities, interests, and aptitudes and gain maximum access to the curriculum.
9. Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
10. To promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
11. To give every child the entitlement to a sense of achievement.
12. To regularly review the policy and practice in order to achieve best practice.
13. To ensure that we provide a language-rich environment and use resources such as Widgeo to create communication boards for some pupils.
14. To provide more time for pupils to process new historical knowledge and information and to use visuals (Widgeo) for History specific vocabulary, which is likely to be unfamiliar to children or involve abstract concepts.

We understand that children learn and develop in different ways. Teachers and Teaching Assistants recognise this and use different teaching styles, and resources and plan different levels of work in the classroom to cater to the various ways children learn

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.

A more formal assessment of children's Historical Knowledge and Skills is made at the end of a History unit and recorded on Arbor.

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 surveys, and lesson observations, in order to provide positive and constructive feedback to support colleagues in the teaching of History. The History lead will remain informed about current developments in the subject and provide a strategic lead and direction for the subject in the school.