



# Haydon Wick Primary School History

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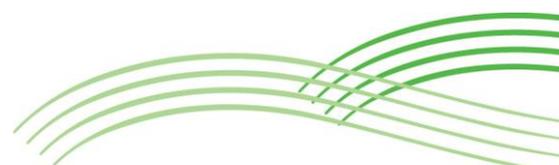
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*' High-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive 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.'*

– The National Curriculum

At Haydon Wick Primary School, we teach history to enable the children to develop a sense of their place in time and to help them to understand different times and cultures so that they can develop their own identity.

We want to stimulate the children's interest and understanding about the life of people who lived in the past. We teach the children a sense of chronology and through this, they develop a sense of identity and a cultural understanding based on their historical heritage. They will learn to value their own and other people's cultures in our modern multicultural Britain.

We teach children to understand how events in the past have influenced our lives today. We also teach them to investigate these past events and by so doing develop the skills of enquiry, analysis, interpretation and problem solving.

## **Aims**

### **In EYFS:**

#### **Understanding the World**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters.

In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

To implement and ensure coverage of Key Stage 1 and Key Stage 2 of the History National Curriculum (2014)

The national curriculum for history aims to ensure that all pupils:

- ♣ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- ♣ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- ♣ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- ♣ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- ♣ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- ♣ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

### **Teaching and Learning**

The National Curriculum statements of attainment and programmes of study are followed by all teachers. By the end of Key Stage 2, all children should have had experience of all statements of attainment.

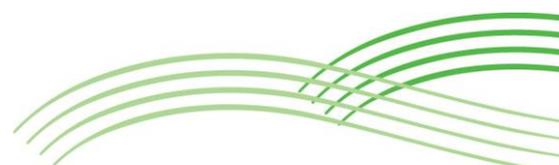
History will be taught as a class or group activity usually by the children's own teacher.

The children will be expected to access and use the relevant vocabulary for each history topic.

Visitors are invited to come to school and talk about their experiences of events in the past. We use workshop events to bring history into school in the form of drama and experience days. Classes organise history focus days when children dress up and experience cross-curricular activities related to their area of study.

Visits to museums and Historical sights are organised whenever possible. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past.

History teaching at Haydon Wick focuses on enabling children to think as historians. Wherever possible we examine historical artefacts and primary sources.



It is our aim to help children understand that historical events can be interpreted in different ways and we should always be asking searching questions like “how do we know?”

The teaching of history will take place weekly but it may alternate termly with geography teaching, depending on the topics being taught. There are also opportunities throughout the year when key historical events will be celebrated eg Guy Fawkes, Remembrance day.

Where appropriate we teach History in a cross curricular approach, for example;

Computing- children use IT in history to enhance their skills in presentation of their research and written work. The internet is used for research. Teachers use interactive whiteboards and Ipads to enhance learning in history lessons.

English- history teaching promotes the skills of reading, writing speaking and listening. For example, in key stage 1 books are widely used in literacy lessons to develop children’s knowledge of how people lived in the past and the differences between now and then. At key stage 2 children take part in debates and discuss the lives of people in the past, developing their speaking and listening skills. Role play and drama may be used to enhance children’s understanding.

Maths- children learn to use numbers when developing a sense of chronology through activities such as timelines.

Our medium term planning is on a two-year rotation cycle as we have mixed age classes. In this way, we ensure that children have complete coverage of the national curriculum but do not repeat topics. However, there may be occasions when it will be necessary to use a subject led mini topic for some aspects of the history curriculum.

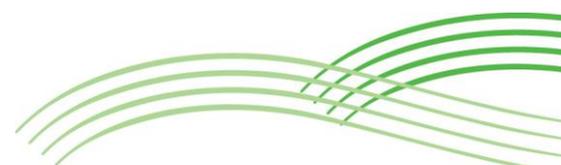
### **Progression**

We begin a new history topic by referring to knowledge gained from previous topics studied. The children are also encouraged to remember previous learning through recap sessions at the beginning of lessons.

As pupils move through the school, we expect increasing independence when investigating drawing evidence from photographs, artefacts, books, documents and class timelines, along with IT resources and visitors if appropriate.

We introduce more complex types of evidence such as plans and documents to the older classes, to develop research skills.

### **Resources**



In every topic, children should have the opportunity to handle first hand evidence. Resources are stored in labelled topic boxes in a central area which are regularly updated.

### **Assessment**

Children will be assessed by teachers throughout the Key Stages.

We assess the children's learning in history by making informal judgements as we observe children during lessons.

During 'pupil voice' sessions, the history lead talks to children from across the school to assess the impact of history teaching. Pieces of work from a range of abilities are considered and discussed.

In EYFS, Class teachers keep the children's history work in their Learning folders and in other year groups, the children work is completed in History books.

Reporting to parents will be on an annual basis of each child's progress and achievement and through termly parent's evenings.

### **Special Needs**

We teach history to all children whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced curriculum to all children.

Those children who are recognised as having special educational needs will follow similar programmes of study as their peers. However, the work, if necessary will be differentiated to meet individual children's needs.

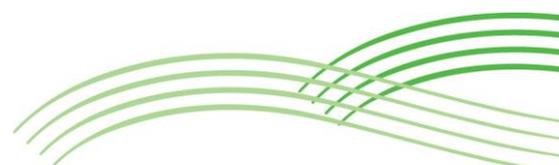
### **Equal Opportunity**

Equal opportunity will be extended to all pupils. All pupils have the opportunity to learn history.

### **Health and Safety**

We recognise the importance of close supervision of the children during activities undertaken outside the classroom. Risk assessments are completed before trips and visits. We invite parents and educational support assistants to help the class teacher ensure the safety of the children on such occasions.

### **Monitoring and review**



At the end of each academic year, this policy will be discussed and if necessary revised in the light of any changes.

