

Name of Policy: <i>History Policy</i>	Version/Last Review Date: September 2020 (V3)
Statutory documents linked to policy:	Previous review date: June 2013 (V1) September 2017 (V2) June 2023 (V3)
Other Policies linked to this policy:	Next Review Date: June 2024 (V4)
Governor Committee Responsible	Curriculum & Research

WNA Vision: All children will achieve their full potential, with holistic support, whilst enjoying and driving their own learning, gaining self-respect, self-esteem and self-belief. Our classroom extends to rich, exciting environments within the forest, the beach, the city and the community as a whole.

History is about using clues to piece together what might have happened in the past.

Aims

Our aims in teaching history are that all children will:

The aim of History at West Newcastle Academy is to ensure that all of our children have a journey of discovery about the past. We carefully explore local evidence and expertise in the community and the wider society. Children will develop their enquiry skills by questioning the world around them and reflecting on historical events and influences. Our curriculum will ensure children develop a secure sense of chronology and become critical and analytical thinkers. We use outdoor learning, the local community and resources to enable children to think critically and be excited by history.

Principles of the Teaching and Learning of History

History is important because:

- It is a body of knowledge essential to our understanding of the development of the modern world
- Awareness of historical events and consequences can help us to become responsible members of society

Fundamental skills, knowledge and concepts within History are set out in the National Curriculum, IPC and Knowledge and Understanding of the World in Foundation Stage for England.

Each key stage comprises two main sections.

Knowledge, skills and understanding

1. We teach our topics through the substantive knowledge set out in long term plans across school. This is based on the National Curriculum topic coverage and to ensure our pupils are taught chronological understanding as well as ensure an adequate scope across the curriculum. The children are then taught second-order concepts through their topics.

Second-Order Concepts we cover:

- (i) Causation (why events happened)
- (ii) Change and Continuity (analysing changes in the past)
- (iii) Similarity and Difference
- (iv) Historical significance (why events are deemed significant by historians or others)

2. Breadth of Study

This specifies the areas of study through which the knowledge, skills and understanding should be taught

Strategies for the Teaching of History:

- The History curriculum is based on the objectives set out in the National Curriculum, the International Primary Curriculum and the Early Learning Goals
- Teachers ensure that Historical enquiry and skills are used by the children when developing an understanding of events, people and changes in the past
- Year group colleagues plan in teams to fulfil the requirements set out in the schemes of work
- Historical discussion is encouraged
- Clues and findings are communicated in a variety of ways
- Resources are readily available and accessible with opportunities to look at real artefacts
- Outdoor Learning projects are used to teach and enhance historical enquiry
- Children have the opportunity to use and develop their historical substantive knowledge throughout their primary education
- Opportunities to promote creativity and enhance learning are actively planned for in the medium-term plans and through mantle learning where appropriate

Strategies for Ensuring Progress and Continuity:

- The units identified on the long-term planning sheets are carefully balanced to ensure full coverage of the National Curriculum and International Primary Curriculum
- History curriculum is designed to ensure progress and continuity across year groups.
- Pupils in KS1 and KS2 receive fluency starters to refresh previous disciplinary knowledge and used by teachers to identify gaps in disciplinary knowledge
- Pupils in KS1 and KS2 receive history quizzes per topic to assess their understanding of key knowledge; these are used to inform future fluency starters to close learning gaps
- Schemes of work for history are developed by the subject leader
- The medium-term topic plans identify the learning objectives for each half term in which history is studied. These are monitored by the SLT team.
- History is taught explicitly and creative approaches are developed in the medium term plans

Feedback to pupils about their progress in geography is achieved through the effective marking of their work. (See Marking Policy)

Formative assessment is used to guide the progress of individual pupils in history. It is carried out informally by teachers in the course of their teaching.

Strategies for Recording and Reporting

- Quizzes undertaken by pupils are kept, monitoring progress and scores uploaded to Scholar Pack throughout their school journey
- Reporting to parents is done annually through a grading in their written report.

Strategies for the Use of Resources

- The library houses books on historical subjects. Teachers' reference books are kept on a separate shelf.
- Visits to museums and historical sites are an integral part of the programme of study for History and are carefully planned to support classroom activities
- History artefacts are borrowed from local museums where they best fit into our history curriculum design

Health and safety issues in History include:

- The use of equipment in accordance with health and safety requirements
- Teaching the pupils to understand the need for safe practice in field activities and how to achieve this, especially on school day trips
- Risk assessment is undertaken prior to visits and field activities.