

## **Wrenthorpe Academy: History Policy**

### **Planning for inclusivity and challenge**

History teaching focuses on enabling children to think as historians. In each key stage, we try to give children the opportunity to visit sites of historical significance, access museums which contain artefacts or engage in workshops. We also encourage visitors to come into the school and talk about their experiences of events in the past. We focus on helping children to understand that historical events can be interpreted in different ways, and that they should always ask big/key questions, such as 'how do we know?' and 'what does this tell us?' about information they are given.

Through our history teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to history. We enable all pupils to have access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom, e.g. a visit to an archaeological dig, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

We recognise that in all classes, children have a wide range of ability in history, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- grouping children by ability in the room, and setting different tasks for each ability group;
- providing resources of different complexity, depending on the ability of the child;
- using classroom assistants to support children individually or in groups;
- using support materials/resources to aid lower ability children in accessing tasks;
- allowing children to choose from a range of options for how they would like/feel most confident in presenting their work.

### **History curriculum planning at KS1 and KS2**

The National Curriculum at Key Stage 1 focuses on developing children's awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Children should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

At our school, the children in Key Stage 1 cover four History topics over a two year rolling programme.

The topics are as follows:

1. Wonderful Wrenthorpe
2. People who made History
3. Flying High
4. Changes over time.

In Key Stage 2, our curriculum continues to allow the children to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear connections and developments within and across the periods they study. Children should use appropriate historical terms and they should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should understand how our knowledge of the past is constructed from a range of sources. We teach for depth of knowledge and expect that children will retain key facts about the periods that they have studied.

Similar to Key Stage 1, classes in Key Stage 2 cover four History topics over a two year rolling. The topics are as follows:

Year Group	Topic 1	Topic 2	Topic 3	Topic 4
3 and 4	Stone, Bronze and Iron.	Britain under attack!	Settlers in Britain.	History all around us.
5 and 6	Changes and Legacy.	Early Achievements.	Ancient Greece.	Marvellous Mayans.

### **The Early Years Foundation Stage**

We teach history in our Early Years Foundation Stage as an integral part of the topic work covered during the year. We work to the curriculum guidance for the Early Years Foundation Stage of the National Curriculum focusing on the Early Learning Goals. History makes a significant contribution to developing a child's knowledge and understanding of the world through activities relating to past and present events in their own lives and those of people they know.

### **The contribution of history to teaching in other curriculum areas**

#### English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in Literacy are historical in nature. Children develop oracy through discussing historical questions, or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters, and through using writing frames.

#### Mathematics

The teaching of history contributes to children's mathematical understanding in a variety of ways. Children learn to use numbers when developing a sense of chronology through activities such as creating time lines and through sequencing events in their own lives. Children also learn to interpret information presented in graphical or diagrammatic form.

Personal, social and health education (PSHE)

History contributes significantly to the teaching of personal, social and health education and citizenship. Children develop self-confidence by having opportunities to explain their views on a number of social questions, such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise and challenge stereotypes, and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures, and they start to develop tolerance and respect for others.

Spiritual, moral, social and cultural development

In our teaching of history, we contribute, where possible, to the children's spiritual development, 'What are we remembering on Remembrance Day?' We also provide children with the opportunity to discuss moral questions, or what is right and wrong, when studying topics such as child labour in Victorian Britain. Children learn about the role of the church in Tudor times, and they find out how British society has changed over time. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

## **History and Computing**

Information and communication technology enhances our teaching of history, wherever appropriate, in all key stages. This more than meets the statutory requirement for children to use ICT as part of their history work in Key Stage 2. The children use ICT in a variety of ways, such as word-processing, finding information on the Internet and presenting information through PowerPoint.

## **Assessing History**

Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.

At the end of a whole unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum level of attainment. We use these grades as a basis for assessing the progress of the child, and we pass this information on to the next teacher at the end of the year. The teacher will also administer an informal end of unit quiz to gauge what the children have learnt.

## **Resources**

There are sufficient resources for all history teaching units in the school. We keep these resources in the resource cupboard. The library service (SLS) supplies books related to our topics to support the children's individual research.

## **Monitoring and review**

The history subject leader is responsible for overseeing the standard of children's work and for the quality of teaching in history. The work of the subject leader also involves supporting colleagues in their teaching of history, keeping informed about current developments in history and provide a strategic lead and direction for this subject in the school.