



**St. Wilfrid's  
Church of England  
Primary Academy**

Executive Headteacher: Mr S. Colothan



# History Policy

Updated January 2022

**'I can do all things through Christ who strengthens me.'**

**Phillipians 4:13**

## Our Christian Vision

*'I can do all things through Christ who strengthens me.'* Philippians 4:13

1. Our **children** will be rooted in strong faith and academic foundations to thrive and succeed, knowing that Jesus is with them, every step of their journey.
2. Our **staff** will have the highest expectations and aspirations for our children, knowing that together, we can achieve anything through Christ.
3. Our **school** will be a place where children can grow in strength, to be unique and flourish in the presence of God.



## Our Mission Statement



We will ensure that our children **achieve** exceptionally well.

We will nurture our children to **believe** in themselves and each other.

We will create a culture of love, **care** and respect for one another.

**At St. Wilfrid's, we can do all things through Christ who gives us strength.**

## Our Aims

1. To provide a distinctly Christian ethos, underpinned by our Christian Values and Scripture, where children can grow spiritually and become reflective decision-makers.
2. To provide a 'literacy-rich' curriculum of the highest quality, that engages and challenges all children in our school community.
3. To provide an environment that excites and stimulates learning, fosters personal growth and responds to the individual needs of all children.
4. To provide a rich and broad education, with enrichment and extra-curricular opportunities, and unique experiences, that prepare our children socially and mentally for their future.

## Our Christian Values

Our Christian Values, which are rooted in scripture, are threaded through our school, our decision making and everything that we do.

Love is at the heart of our Christian Values and all members of our school community aim to 'live out' our Christian Values in our actions and choices.



## **Intent**

Our History curriculum aims to inspire curiosity and fascination about the past in Britain and the wider world, whilst developing coherent chronological knowledge and an enquiring mind. Our teaching of chronology, helps to develop a sense of identity and a cultural understanding, based on their historical heritage. This enables our children to learn to value their own and other people's cultures in modern multi-cultural Britain. We aim to provide the children with a rich and diverse history curriculum, equipping them with a coherent knowledge and understanding.

Our intention is to encourage children to think critically, ask questions, think and act as historians and evaluate evidence, which allows them to develop a broad understanding of the complexity of people's lives and historic events. We aim for children to investigate and interpret the past, understand chronology, be able to communicate historically, whilst encompassing the British Values throughout. Local history is threaded throughout our history curriculum and we want our children to develop an appreciation for the people and events that are part of our local, national and international history.

## **Implementation**

In History, we implement an inclusive curriculum that meets the statutory requirements of the National Curriculum whilst inspiring a love of the past. Our curriculum is well-planned and structured, provides literacy-rich, cross-curricular opportunities and ensures progression and depth in learning.

Teachers have identified the key knowledge and skills for each unit and consideration has been given to ensure progression across the topics throughout each year group across the school

Across Key Stage 1, children begin to develop an awareness of the past using historical vocabulary. They study people and events and begin to identify similarities and differences between different time periods. Children learn some of the ways in which we find out about the past and how events studied fit into the chronological framework.

Within Key Stage 2, children build on prior knowledge and continue to develop chronologically secure knowledge of British, local and world history. Children learn to develop historically valid questions, identifying contrasts and trends over time, and make connections. Children also learn how our knowledge of the past is constructed through a range of sources.

A series of stimulating lessons are planned, with clear knowledge and skills-based learning objectives and subject-specific vocabulary. Teachers assess learning in history against knowledge and skills-based learning objectives within unit overviews. Enrichment opportunities, such as inspirational visits, educational visits and events, provide our children with rich experiences and enhance teaching, learning and knowledge. For example, Astley Hall (Tudors), Ribchester (Romans) and WW2 veterans and workshop.

All learning will start by revisiting prior knowledge. This will be scaffolded to support children to recall previous learning and make connections. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts.

Learning will be supported through the use of knowledge organisers that provide children with scaffolding that supports them to retain new facts and vocabulary in their long-term memory. Knowledge organisers are used for pre-teaching, to support home learning and also for topic reviews.

Our historians will be given a variety of enrichment and experiences both in and out of the classroom where appropriate to create memorable learning opportunities and to further support and develop their understanding.

Our History curriculum promotes children's Spiritual, Moral, Social and Cultural development, ensuring that they are reflective and responsible citizens. Fundamental British Values are actively promoted in History lessons in order to prepare the children for life in Modern Britain.

### **Impact**

Our history curriculum is high quality and ensures that children have a strong knowledge of historical events, a coherent understanding of chronology and an appreciation of the impact that history has on the modern world. Our children enjoy and love learning about history by gaining knowledge and skills, not just through learning in the classroom, but also through educational visits and visitors.

Our children are confident and able to talk about what they have learnt in history using subject specific vocabulary and are able to recall their learning over time.

Through the breadth and depth that our curriculum offers, our children become passionate historians, who are inspired by the subject, are curious to find out more about the past and have a love of history that will remain with them for the rest of their lives.

### **Rationale**

***'We believe at St. Wilfrid's Church of England Primary Academy, that a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We believe that teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement'.***

At St Wilfrid's Church of England Primary Academy, we are committed to raising the standards of History for all children, regardless of gender, race, cultural background and ability, by developing their understanding of the world in which they live and preparing them for adult life. The History curriculum here at St Wilfrid's 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.

We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Thus, they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. In our school history makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. 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, to develop the skills of enquiry, analysis, interpretation and problem-solving.

History at St. Wilfrid's will enable children to:

- foster an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer;
- develop an understanding of the history of these islands as a coherent, chronological narrative, from the earliest times to the present day;
- develop knowledge and understanding of significant aspects of the history of the wider world;



- know about significant events in British history and to appreciate how things have changed over time;
- develop a sense of chronology;
- know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education;
- understand how Britain is part of a wider European culture and to study some aspects of European history;
- have some knowledge and understanding of historical development in the wider world;
- gain and deploy a historical grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry';
- understand society and their place within it, so that they develop a sense of their cultural heritage;
- develop the skills of enquiry, investigation, analysis, evaluation and presentation;
- develop the ability to ask perceptive questions, think critically, weigh evidence, and sift arguments;
- be equipped with necessary skills to develop their own perspective and judgements.
- children 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.

### **History Subject Leadership**

Subject Leaders are responsible for raising attainment and improving the standards of teaching and learning in their subject. They ensure that a carefully planned, broad and balanced curriculum is implemented for History, champion the subject and demonstrate its importance to pupils and staff.

Subject Leaders demonstrate a good understanding of how History progresses over time and how it connects with the school's curriculum as a whole. History Leaders have high levels of subject pedagogical content knowledge for the age range that they are teaching, and an understanding of the critical endpoints that come before and after.

Subject Leaders at St. Wilfrid's Church of England Primary Academy, work alongside other schools within The Learning Together Trust. This provides opportunities to work collaboratively and creatively with colleagues across the key stages, thus moving the History curriculum forward, and further developing the subject. Subject Leaders lead by example, setting high standards in their own teaching and ensuring that high-quality teaching and learning of History takes place across the school, with the achievement and engagement of all pupils being their utmost priority.

### **History Subject Leaders will:**

- raise the profile of History at St. Wilfrid's Primary Academy
- lead and manage the History effectively and have an 'expert' knowledge of the History curriculum overview, including all unit/topics across the whole school
- confidently articulate the History curriculum design and have a clear and ambitious vision for History (Intent, Implementation and Impact)
- monitor, evaluate and enhance the quality of teaching, learning and assessment in History
- ensure that there is clear progression in knowledge, skills and vocabulary in History, across school
- support, guide and motivate colleagues in their CPD, as well as build capacity across the school
- identify the subject's needs in the context of whole school priorities and produce a History School Development Plan annually, reviewing this termly
- audit History resources and identify resource needs and costings in History School Development Plans, managing allocated budgets effectively.

- provide strategic direction and development of History across the school.
- develop their own expertise through training and evidence-based research and investigate how implementations are embedding
- effectively communicate with the History link Governor, sharing and celebrating History
- review and update the History Policy, as necessary

## History Curriculum

***'If children are to gain maximum access to the history curriculum and demonstrate achievement, careful planning and thoughtful imaginative teaching is essential'.***

At St. Wilfrid's Church of England Primary School, we follow the outlined programmes of study and level descriptors prescribed by the New National Curriculum for Key Stage 1 and 2. We have designed our History units to run alongside our literacy-rich curriculum.

History is taught both as a discrete subject and through an integrated approach, linking it with other areas of the curriculum such as English and Geography, to strengthen connections and understanding for our children.

### **Key Stage 1 and Key Stage 2**

Children will be taught to:

- develop the historical skills of questioning, enquiry, observing and interpreting, organising and communicating findings, drawing conclusions and identifying cause and effect. This will lead to an understanding of chronology and ability to describe the passing of time.
- develop knowledge and understanding of important historical periods and people and relate these to present day life.
- develop curiosity about artefacts and evidence children observe, experience and explore, relating to the world around them.
- apply key skills to enhance their understanding of historical concepts.
- use appropriate subject-specific vocabulary to communicate ideas.
- develop a respect for the environment and an understanding of how human activity impacts on these things.
- develop skills of investigation and to enhance their knowledge of how the world is constructed from their earliest experiential play within the Foundation Phase to more sophisticated whole studies by the end of Key Stage 2.

We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school.

We carry out curriculum planning in history in three phases (long-term, medium-term and short-term). The long-term plan maps the history topics studied in each term during each key stage; the history subject leaders works this out in conjunction with teaching colleagues in each year group and the children study history topics in conjunction with other subjects, especially at Key Stage 1.

Some topics have a particular historical focus and in Key Stage 2 we place an increasing emphasis on independent historical study. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.

As the basis for our medium-term plans, we use the national scheme of work which gives details of each unit of work for each term. The history subject leader keeps and reviews these plans on a regular basis.

The class teacher plans the lesson for each history objective. The history subject leadership team have produced the medium-term plans, the class teacher is responsible for the individual lesson plans and the quality of work is monitored through book scrutiny.

For each unit of History teachers cover a range of History skills. Unit overviews include weekly objectives and history skills to be taught. These are found in each child's history book and when a child has achieved an objective the teacher highlights this on the unit overview.

### **Early Years and Foundation Stage**

We teach history in Nursery and reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the history side of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five.

History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as dressing up in historical costumes, looking at pictures of famous people in history, using artefacts and discovering the meaning of new and old in relation to their own lives. Children also become familiar with concepts such as timelines, and are introduced to some subject specific vocabulary. Children are provided with a basis to prepare them for following the National Curriculum.

During Early Years and Foundation Stage pupils:

- Show interest in the lives of people who are familiar to them
- Remember and talk about significant events in their own experience
- Recognise and describe special times or events for family or friends
- Show interest in different occupations and ways of life
- Enjoy joining in with family customs and routines
- Talk about past and present events in their own lives and in the lives of family members
- They know about similarities and differences between themselves and others, and among families, communities and traditions
- They explain why some things occur, and talk about changes

### **Key Stage 1**

Pupils will develop an awareness of the past, using common words and phrases relating to the passing of time. Children will have the opportunity to use a range of materials and resources to enhance their learning and development within history. 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. They will 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

### **Key Stage 2**

In KS2, pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

Children will have the opportunity to use a range of materials and resources to enhance their learning and development within history. They will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They will construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will learn how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this

### **Delivery of History within our Curriculum**

The school uses a variety of teaching and learning styles in history lessons. Our key aim is to enable children to develop their knowledge and understanding of the world through creatively planned lessons. We do this through weekly planned lessons which have a high proportion of whole class teaching. Each lesson provides opportunities to develop children's speaking and listening skills and to reflect on their learning. Within lessons, children have the opportunity to use a wide range of materials and resources, ICT and multi-media, e.g. DVD, digital photographs, iPads and artefacts.

As history is taught through topics the allocation of time may vary. A history overview has been created to ensure all aspects of the history curriculum have been covered across the school.

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. We encourage visitors to come into the school and talk about their experiences of events in the past. 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. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', about information they are given.

We recognise the fact that in all classes there are children of widely-different abilities 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 common tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty. Not all children complete all tasks;
- Using additional adults to support children individually or in small groups.

### **History across the curriculum**

#### **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 the Literacy and writing activities are historical in nature, to enhance the children's knowledge and understanding of Britain. 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. For example, in KS1 we use focused texts for cross curricular writing such as a recount of the fire of London and in KS2 we analyse poetry and the children write their own poem on The Blitz.

#### **Mathematics**

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time-lines.



Children learn to interpret information presented in graphical or diagrammatic form, for example they study the number of evacuees evacuated by the British government by analysing population statistics and a graph to show the number of deaths and injured in the Blitz, Liverpool.

## **Computing**

We use computing in History teaching where appropriate and we meet the statutory requirement for children to use these skills as part of their work in history at Key Stage 2. Children use computing skills in history in presenting written work, researching information using the Internet and have the opportunity to use the digital camera to record and use photographic images.

## **PSHE**

History contributes significantly to the teaching of personal, social, citizenship and health education. 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 start to develop tolerance and respect for others.

## **Spiritual, moral, social and cultural development**

When teaching history, we contribute to the children's spiritual development where possible. We also provide children with the opportunity to discuss moral questions, or what is right and wrong. 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.

## **Inclusion**

At St. Wilfrid's Church of England Primary Academy, we teach History to all children, whatever their ability and individual needs. History forms part of our school curriculum policy, to provide a broad and balanced education to all children. We are very mindful of the learning needs of all of our children and those with Special Educational Needs are supported via effective planning, quality first teaching and assessment, differentiated activities as necessary, high expectations, suitable resources and recording formats. We consider the targets set for individual children in their Individual Education Plans (IEPs) and Education Health and Care plans (EHCPs).

Through our History teaching, we provide learning opportunities that enable all pupils to make good progress within each lesson.

We strive to meet the needs of 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.

We believe that the curriculum should be accessible to all children. This is made possible through scaffolded support, small group work, use of Knowledge Organisers and word banks, or extra time to complete learning tasks.

Advice is sought from outside agencies as appropriate, to ensure an inclusive approach. If teaching staff require additional support to meet the needs of any child, they consult our SENDCo.

## **Equal Opportunities and Diversity**

All children at St. Wilfrid's Church of England Primary Academy, are offered a broad and balanced curriculum, differentiated to meet their needs as necessary. There is equality of access to the whole curriculum. No child is denied access to any part of the curriculum unless specific physical needs or religious/cultural considerations make it inappropriate.

At St. Wilfrid's, we are committed to providing all children with a curriculum that provides equality of opportunity and freedom from discrimination. Staff ensure that all children are treated fairly, equally and with respect. We do not discriminate against any child. All staff challenge any incidents of prejudice or racism. We record any serious incidents on CPOMS and draw them to the attention of the Executive Headteacher.

We plan History lessons and activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender, culture, race, special educational needs or disability, and language background. Teachers use a range of strategies to ensure inclusion, and to maintain a positive ethos where children demonstrate positive and respectful attitudes towards others. Care is taken when selecting resources to ensure that a range of perspectives and viewpoints are represented, including those of men and women from different racial, national and religious groups. Careful consideration is taken to avoid stereo-typing, and bias, towards race, gender, role or disability. Through the teaching of History, we aim to develop awareness of ethnic, cultural and economic diversity of human society and to foster positive attitudes to all people.

We deal with any issues clearly and sensitively, if they arise.

## **Resources**

There is a range of resources to support the teaching of history across the school. We are continually building and purchasing high-quality resources for all history teaching units in the school. Resources and artefacts can be found within each year group.

Large-scale timelines are installed in the KS2 corridor and KS1 hall, developing the skill of chronology and the similarities and differences across time periods, and each classroom in KS2 have a smaller replica of the timelines. Subject leaders continually update and purchase resources as necessary.

At St. Wilfrid's, we make full use of resources within the immediate and wider local area, enabling children to develop a deep understanding of the rich history of their locality. For example, linking our designated Grade I listed building 'St. Wilfrid's Church,' to our Tudor topic; learning about local WW2 soldiers using the Cenotaph; inviting local War veterans in to school to share and talk about their collections of WW2 artefacts and vehicles; learning about excavations in Wigan Town centre which revealed a large Roman bath-house on the site of the Grand Arcade.

## **Assessment and recording**

Assessment takes place in line with the agreed school's assessment policy. Assessment is regarded as an integral part of teaching and learning and is a continuous process. Children are assessed against knowledge-based and skills-based learning objectives, within unit overviews. In addition, teachers plan opportunities to assess children's prior-knowledge and understanding and post-learning tasks are set to assess learning at the end of each unit.

Children's work is assessed by making informal judgements as we observe them during each history lesson. On completion of a piece of work, teachers mark the work following our school marking policy and provides feedback.

A written report is provided for parents/carers at the end of each academic year.

### **Monitoring and Evaluation**

Monitoring and evaluation will be carried out by the:

- Senior Leadership Team
- Head of School Improvement
- History Subject Leaders
- History Governor
- Class teachers

All teachers are responsible for monitoring standards in their class. History Subject Leaders, under the direction of the Senior Leadership Team, take the lead in this. Monitoring will take place according to current school cycle. Using whole school priorities, identified by the Senior Leadership Team, subject leaders are responsible for producing a School Development Plan for History, to allow for progression and development of the subject.

History Subject Leaders will also monitor children's work books and long term and medium-term plans, to ensure that the Programmes of Study are being effectively taught and match the needs and abilities of the pupils. Subject leaders have curriculum release time and directed time, in which to fulfil their role.

History subject leaders are responsible for:

- monitoring the standard of work and the quality of teaching and learning in History and pupils' progress and standards
- supporting colleagues in the planning, teaching and assessment of History (through the use of 'book looks', pupil voice, lesson observations, discussion with teachers, subject audit, data analysis, and other monitoring activities that may be required), providing a strategic lead and direction for the subject in school
- monitoring and reviewing the implementation of policy and units of work
- ensuring there are rigorous assessment systems in place to enable teachers and pupils to monitor progress and attainment in History
- monitoring and analysing assessments, holding teachers to account
- liaising with the Executive Headteacher and Governors to feedback on the monitoring and impact of History across the school

### **Staff Support and Training**

St. Wilfrid's Church of England Primary Academy believes that all staff should be involved in a continuing process of improvement. Our school is committed to fostering a positive ethos of continuous learning. Continuing Professional Development (CPD) is the means by which a school is able to motivate and develop its staff community. CPD is intended to support teachers and to equip them with the skills and knowledge required to keep pace with the rapidly changing educational and professional environment.

This development takes place at a number of levels: individual, team, whole school and through wider networks. CPD supports and reflects the ethos, Christian Values and vision of the school.

The History subject leader's role is to provide professional leadership and management for the subject to secure high-quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.

**Subject Leaders:** Mrs. E. Prentki, Mrs. S. Melling, Miss. E. Bradburn and Mrs. C. Horton

**Executive Headteacher:** Mr. S. Colothan

**Date:** January 2022