



History Policy

Safeguarding Statement

West Heath Primary will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunity to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability. West Heath Primary School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff to share this commitment. Please also refer to the

No Platform, Visiting Speaker Policy.

Owner – CSTL

Date for review – September 2028

Audience

This policy is designed to be used by teachers at West Heath Primary School to ensure that the expectations for the teaching of History are clear.

Curriculum Statement

Whilst history is a foundation subject in the National Curriculum, it is a subject whose importance and benefit to children cannot be overstated. History has the ability to create a bridge between today's world and the myriad worlds of the past, which automatically provokes questions from pupils. Tempered and channelled correctly, its study can turn this naturally occurring curiosity into the development of tools every pupil needs in order to be able to express their thoughts and positively engage with the world around them. Examples of such tools include simple comparison and identification at one end, to critical engagement, evaluation and keen perception at the other.

This policy will form the basis upon which we map out the intent, implementation and impact of History at West Heath Primary School. It will outline the purpose, nature and management of how History is taught and learned in our school and will inform new teachers of expectations. All staff are fully aware of their role in its implementation. Staff have access to the policy via the schools server on the Teachers' Drive.

"We study history not to be clever in another time, but to be wise always."

Intent

Our topics within History have been picked and placed in a systematic, coherent way. We use the whole autumn term to embed British historical knowledge; major events that have shaped who we are as a people, today. By using the whole term for predominantly British, topics, we are not only beginning to develop a deep understanding of the historical British timeline, but we are also intertwining the British values in the process. In the summer term, pupils broaden their world-wide historical knowledge by looking at topics such as: famous explorers from around the globe, Egyptians, Maya, Greeks etc. Our curriculum aims are built around the following: empowering children to be respected citizens that make valuable contributions to social and cultural capital, and society, to ensuring children know the importance of being physically and mentally healthy, ensuring children experience a range of opportunities and trips and visits.

Although specific times within history are studied within our curriculum, it also ensures targeted focuses on individual, historical figures including: Charles Darwin, E.Pankhurst,

Henry VIII etc. This is done so children have an appreciation that although historical periods can bring about immense change, individuals over a short period can also engender immeasurable change.

Implementation

Through a question-based, enquiry approach, we believe children will become engrossed in their topic and given a continuous focus throughout. Our curriculum has been designed around key substantive history themes. These are society, conflict, leadership, invention and settlement. Topics provide opportunities to develop these themes and make links between different periods of time. These topics also allow for children to make links with fundamental British values of individual liberty, the rule of law, mutual respect and democracy as well as looking how society has developed overtime.

Children are introduced to the enquiry question in their first lesson of the topic and understand they will answer it at the end, using all the knowledge they have acquired throughout the half-term. This means an inherent thread is intertwined throughout: curriculum maps, planning, delivery and assessment.

Every history lesson (Years 2-6) begins with the same, uniform timeline of events studied throughout their time at our school, helping to develop chronology across every lesson. In addition, we ensure that the over-arching skills of identifying and analysing cause and consequence, change and continuity, similarity and difference and significance and interpretation are taught; we follow a progression of skills map for this. We also constantly develop the skills of using primary and secondary sources (including artefacts) and being able to make links between periods of history. We place a heavy emphasis on historical enquiry by using the question-based approach, to each unit.

Impact

At West Heath, we are mindful of the significance and scope for history and seek to maximise its benefits through a carefully selected knowledge-led curriculum, based on the National Curriculum guidelines. The National Curriculum has a similar, broad and wide-reaching expectation that history should inspire, motivate and promote meaningful opportunities for children to reflect on their own values and society.

A high-quality history education should ensure 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, which can be reflected on. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. The curriculum at West Heath will help pupils understand the complexity of peoples' lives, the process of change, the diversity of societies and relationships between different group, as well as their own identity and changes of their time (National

Curriculum in England, DFE). At West Heath, we see the importance of giving history its own independence and importance and take all opportunities across other subjects as a chance to bring their history topics to life.

EYFS

In EYFS, history is not taught as a discrete subject but is embedded within the broader context of "Understanding the World." Children explore past and present through play and hands-on experiences – including texts related to this – which lays the groundwork for thinking historically. Children have a topic lesson once a week, which focuses on the objectives; this is then implemented into the environment for children to access during continuous provision.

Key Stage 1

Our main focus in Key Stage 1, as the National Curriculum requires, is to begin to develop an awareness of the past and understand some changes within living memory. Children begin their History journey at West Heath by looking at how toys have changed through time. This topic has been chosen so children can see a change which has happened in their memory and to give them the opportunities to physically touch artefacts from the past. The pupils then move on to look at other major historic events linked to Britain, such as: WWI, the Titanic and The Gunpowder Plot. Akin to the curriculum ethos, the whole autumn term is used to embed historical events that have played a major role in British history. The summer term is used to focus on important individuals from the wider-world such as: Christopher Columbus, Neil Armstrong and Charles Darwin.

Key Stage 2

In Key stage 2, the British History focus in autumn follows a more chronological approach:

Stone Age -> Bronze Age -> Romans -> Vikings -> The Victorians -> WW2 -> Modern wars



Year 3



Year 4



Year 5



Year 6

This knowledge, in chronological order and teamed with the knowledge acquired in KSI, gives the children a deep, coherent understanding of British history and how it has shaped the land we live in. Again, the summer term is used to focus on world history with topics on The Mayans, The Egyptians, The Romans and The Greeks.

The History curriculum at West Heath Primary School gives children a balanced, coherent and thorough coverage. We follow a progression of skills map to ensure coverage and to ensure that skills are being built upon throughout the children's time at West Heath.

Assessment

Children are introduced to the enquiry question in their first lesson of the topic and understand they will answer it at the end, using all the knowledge they have acquired throughout the half-term. This means an inherent thread is intertwined throughout: curriculum maps, planning, delivery and assessment. Although each lesson will have a different outcome and set of skills, the children understand that new knowledge, wedded with prior knowledge, will help them answer their over-arching topic question. This answer, teamed with teacher assessment, is used to form an overall assessment of progress; learning is also monitored by the subject coordinator through pupil voice.

Inclusion

By its very nature, history has the wonderful ability of creating a sense of reflection and judgement. When looking at past events, children naturally draw conclusions about justice and fairness, whilst simultaneously encouraging empathy when imagining what it would be like to live in a particular time, or with a particular group. This helps develop their own, individual understanding of right and wrong and what it means to be a responsible, respectful and active citizen in their community. When looking at past societies and the experience of people living in them, we encourage children to compare them to their own lives. This has the dual benefit of both seeing how far society has come, as well as aspects that still need to be addressed. An example of this would be looking at the representation of women throughout the historical periods we study, and using this to ask questions that really probe, analyse and evaluate gender stereotypes. History is unique in its ability to address such important discussions, allowing children to draw their own conclusions organically. Ideally, this contributes to an independent, well-rounded thinker that looks at the world and asks intelligent, perceptive questions.

Such a culture of evaluation within history is also useful in analysing social groups and how their routes can be found in certain time periods, and for what reasons. This stops a passive acceptance of what they appear to see and experience, and instead encourages them to look beyond the what, when and where, and start thinking more about the why. Taking this one step further would involve looking at the human nature and how this has affected the course of history, and how we can use that knowledge to create a better path in the future.

All children will be given an equal opportunity to maximise their individual potential; this is regardless of ability, gender, race, religion/beliefs, disability or talent. Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience

Role of the subject leader

The subject leader's responsibilities are:

- To ensure a high profile of the subject.
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To model the teaching of History.
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase.
- To monitor books and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by SLT.
- To monitor planning and oversee the teaching of History.
- To lead further improvement in and development of the subject as informed by effective subject overview.
- To ensure that the History curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy.

Review

This will be reviewed biannually by the History coordinator.