

**Whinmoor St Paul's C of E**  
**Primary School**



History Guidance Document

## **Intent**

At Whinmoor St Paul's C of E Primary School our aim for History is to provide pupils with a thorough understanding of the past of both Britain and the wider world.

## **Aim**

We aim to ensure that children are able to think critically when examining evidence and can develop their own opinions, which they can then back up with their historical knowledge. In line with the National Curriculum (2014), we aim to:

- to instil in the children a curiosity and understanding of events, places and people in a variety of times and environments.
- to develop an interest in the past and an appreciation of human achievement and aspirations.
- to understand the values of our society
- to learn about the major issues and events in the history of our own country and of the world and how these events have influenced one another
- to develop a knowledge of chronology within which the children can organise their understanding of the past
- to understand how the past was different from the present and that people of other times and places may have different values and attitudes from ours
- to understand the nature of evidence by emphasizing the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials
  - to distinguish between historical facts and the interpretation of those facts
  - to understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial



## **Implementation**

The core of the History provision at Whinmoor St Paul's is based on the subject content that should be taught within each Key Stage as outlined in the new National Curriculum (2014). Where possible, History objectives are linked into the themes that children are learning about, especially through English and reading. Through History the children learn a range of knowledge, skills, concepts, attitudes and methods of working. We

use a variety of teaching and learning styles in History lessons to develop children's knowledge, skills and understanding.

These include:

- Use of story, including story telling.
- Discussions and debate
- Questions and answers
- Individual and group investigations
- Television, radio, audio recording, video, film, internet and other computing resources
- Fieldwork, including visits to museums and historic sites
- Having access to and are able to handle artefacts
- Use of non-fiction books to aid research
- Use of VR resources to transport children to ancient times.



### **Health and Safety**

The school's Health & Safety Policy outlines the safe codes of practice for our school and provides the necessary guidance on the response and the reporting of all incidents. Children are encouraged to assess hazards and discuss the appropriate precautions. Children are taught the appropriate safe practice when using equipment.

This will include:

- How to use equipment correctly and in accordance with health and safety guidelines.
- To behave in a considerate and responsible manner, showing respect for other people and the environment; both in school and on trips outside the classroom.

### **Equal Opportunities and Inclusion**

All children are encouraged to participate in History lessons regardless of gender or ethnic background. The school will react positively to gender-typical attitudes and encourage the breaking of them. Our school is committed to the principle that we deliver an inclusive curriculum for all pupils allowing them the opportunity to achieve their full potential. Each individual's well-being, needs, education and learning will be met through:

- Beginning to describe a sequence of events (first, then...)
- Begin to make sense of their own life story and their parents.

- Comment on images similar to the past.
- Talk about people around them and their place in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

### ***In Key Stage 1***

- To develop an awareness of history and a sense of chronology through the study of the lives of people and events in the more distant past.
- To know where the people and events they study fit within a chronological framework.
- To understand the methods of historical enquiry through using a variety of sources to compare lives, past and present, and question events in the past.



### ***In Key Stage 2***

- To extend the depth of historical enquiry and broaden the range of study.
- To be able to make connections and note contrasts and trends over time.
- To interpret and communicate historical knowledge in a variety of ways, through art and drama as well as the written word.
- To increase awareness of events, people and societies from the past, in order to gain a better understanding of the present.
- To ensure there is progression from Key Stage one through teaching and combination of in-depth and overview studies about British, local and world histories.



### **Strategies to Support Children with SEN**

In History, we use a number of evidence-based strategies to support children with SEN. Strategies include:

- Support for SEN children with learning vocabulary; this may include flash cards or picture prompts.
- Support in writing sentences.
- Videos to introduce new concepts and vocabulary learning.

- Visual aids and concrete examples will be used to support learning.
- Tasks may be 'chunked' into smaller steps.
- Vocabulary prompts may be used to support sentence work.
- Depending on ability, children with SEN may be asked to evaluate their own progress and discuss what they can do to move their learning forward.
- Temporary groups may be established to support learning a particular concept.
- Pre-teaching and support with new vocabulary may be used.
- Tasks may be given on tablets to help move learning forward.
- Use of technology for independent work.

### **Impact**

The impact of our History curriculum is constantly reviewed by the subject leader and evidence is recorded in the subject leader file on the server.

### ***Subject Leadership***

Through their monitoring of the subject, the subject leader should be confident in leading the subject and assisting staff when needed. The monitoring cycle should be rigorous in History and should allow the opportunity for staff to receive and act upon feedback given through staff meetings or staff training.

### ***Teaching***

Through implementing the key steps identified in the Development Plan, History should be heightened across the school and children should be confident in talking freely and with knowledge about the subject. Teachers should be confident in teaching History and should be teaching it regularly (an hour, once a week). With constantly being alert to any new resources available for successfully delivering our History curriculum, this will allow opportunities for teachers to use resources in lessons which develop children's understanding of both prior knowledge and new learning.



### ***Assessment***

Assessment is in line with the school's Policy and is recorded on Target Tracker twice a year. Assessment opportunities are included in the study of each unit of work, with pre and post assessments completed at the start and end of the units. This allows

teachers to assess and adapt their planning. At the start of each lesson, children are given a re-cap question to embed learning and also a pre-assessment of their key word for the lesson. Assessments are based on the National Curriculum level descriptors. Teachers will assess children's work in History throughout the year. Children will be encouraged to assess their own work where appropriate. Assessment can be carried out informally during the course of teaching. It enables the teacher to identify a child's understanding and progress in particular aspects, to inform their immediate teaching and to plan for their coming lessons. Likewise, assessments of children's work are carried out after the lesson where the teacher marks a child's work, using the school's marking policy. Parents/carers are informed of the pupil's progress during parents/carers meetings and in end of year report.

### **How History teaching is monitored**

History is monitored throughout the year. The Subject Leader carries out book looks and drops ins to support staff in the effective delivery of the History curriculum as well as pupil voice.