

# Westerings Primary Academy

## Subject Policy Document

*'To inspire our inquisitive children to be creative, determined and resilient whilst embracing and enabling their individual ambitions.'*

**Subject Name: History**  
**Academic year: 2021 to 2022**  
**Date updated: Sept 2021**  
**Date to be reviewed: July 2022**

### **Subject Specific Intent Statement:**

To encourage pupils to be **inquisitive** about the past, enabling them to ask perceptive questions, think critically and use evidence to develop their own perspective and judgements.

#### **1. Aims and Objectives**

What is the rationale for your subject specific intent statement? *(Make reference to links to the whole school intent statement)*

Put simply, we learn about History so that we as a society learn from our mistakes and grow from those lessons.

History as a discipline is the act of discovery about things that have occurred in the past. This necessitates a focus being placed upon the skills of finding out. Consideration for the veracity of sources, their potential biases and the unique perspectives of their creators is crucial as a historian as a tool to distil the huge amount of information gathered about the past into an agreed upon 'true' sequence of events.

Equally crucial is the understanding that as teachers, our role is to instil into our pupils the most important, key knowledge in a systematic and well thought out way. As such, the intent statement mentions skills such as asking good questions to clarify understanding and also thinking critically.

What are the National Curriculum Statements for EYFS, KS1 and KS2 for your subject? *(use hyperlinks)*

[EYFS Framework](#)

[Key Stage 1 and 2 National Curriculum](#)

What are the key areas of your subject? What does this look like in the classroom? (*headings from the subject progression subject*) Are there any key approaches to your subject? (*i.e. use of the mastery flow model*) Why have they been selected? Give a brief outline of their structure.

At its core, history is the study of change over time. To understand where we came from helps us to understand our current society and make reasoned inferences about our collective future. The study of history isn't simply being exposed to stories about the past and remembering them, but a discipline equal parts 'science' and 'art form'. History is the science of rigorously gathering data, filtering out the most useful parts and using this to draw conclusions. It is also the art form of curating well reasoned arguments based upon specific interpretations of the information available about the past. History is the study of past human endeavour, and as such, requires an understanding of almost every aspect of the curriculum. It is linked to PSHE as it requires an understanding of individual and collective internal states and how these change over time. It is linked to Maths as it requires an ability to quantify trends and order chronologically. It is linked to geography as an understanding of global events is intrinsically linked to an understanding of geographical factors such as climate, location and the human and physical features of the landscape. At an Early Years level, this begins as an understanding that the past is something different from 'nowness' and progresses to upper KS2, where the pupil's historical skills more closely resemble the work of a real life historian.

At Westerings, we understand that the study of History is comprised of two key aspects: the development of our pupil's history specific subject knowledge (to be able to know more about the past i.e. events, dates etc) and the development of our pupils historical enquiry skills (learning how to engage in the process of interrogating the events of the past, through use of sources, putting this information into its own historical, political, cultural and socio-economic context and utilising this understanding to make judgements about the information's validity. Through this process, children will learn to make reasoned conclusions about the past and use these to answer 'big historical questions'.)

The following key areas of the History Curriculum have been identified by the subject leader with external experts as a support for this process:

Chronology - sequencing events, gaining an understanding of events in the context of all human history, building upon this over time

Compare - finding commonality and identifying change over time

Range and depth of historical knowledge - know more and do more, woven throughout, dates, facts, cause and effect

Interpretation - use of sources, perspectives, critical inquiry of historical materials

Historical Inquiry - application of the above skills to answer 'big questions' about the past

These are based on the rationale guidance and specific teaching expectations found in the National Curriculum - however our progression document goes further, ensuring pupils not only satisfy the minimum for their Key Stage but are given a solid foundation upon which to engage in the next step of their historical education. The study of history at Westerings, simply put, provides pupils with the tools to become productive members of society.

Key pedagogical approaches in History at Westerings:

- Historical figures are selected carefully to give a broad and balanced account of world history. This is linked to our Equality and Diversity project - in which we aim to ensure our pupils are exposed to the stories of role models from all aspects of society (race, culture, religion, gender, sexuality, socio-economic position etc)
- Interrogation of sources, rather than giving children one narrative of events. Reminding children that there are multiple sides to every story.
- Specific subject knowledge is planned for using knowledge organisers and this is built upon over

time.

- Signposting - supports metacognition and deepend semantic links, which strengthens changes to long term memory.
- Assessment is based upon 'knowing and doing more' (Current academic year project to introduce double page spreads as an assessment tool)

## 2. Subject organisation

How is your subject led? Who is accountable? How and when are reviews made? What impact will this have?

The Curriculum lead is accountable for facilitating, coaching and mentoring the subject leader through the reflective process of subject leadership. At a whole school level, the Curriculum Lead is accountable for the attainment and progress of pupils in all aspects of the curriculum.

The History lead is accountable for driving improvement in the provision of pedagogy, resources and ultimately attainment and progress of pupils at Westerings at a subject level. This is achieved through continuous reflection, planning intent, implementing actions and assessing the impact of these over time. This process will occur throughout the academic year(s) and as such, steps taken will be adjusted based upon need. Reviews are made continuously throughout the year, although a formal review will be made yearly, through reviewing the action plan.

The subject lead will support teachers, LSAs and pupils to take an instrumental role in disseminating new initiatives, maintaining existing ones and reflecting on their impact. The subject leader will hold those stakeholders to account for ensuring the continued high quality of history provision.

The impact of this trinity is that all stakeholders will be pushing towards the improvement of history provision, and that this improvement is in line with whole school development points.

How should your subject be taught? What should staff use to plan and ensure progression? *(Use hyperlinks to progression document / scheme of work)*

It is expected that teachers use the progression document, alongside the National Curriculum to plan in the medium term for history. Teachers must consider what the children have already learned in previous years and build upon this, rather than considering their own year group's objectives in isolation. It is a team effort as well as a shared victory when pupils at Westerings leave us in Year 6 having achieved well in History.

[History Progression Document](#)

[History Topic Overview](#)

## 3. Cross Curricular Links

Which subjects are linked to yours and how? What should staff use to plan and ensure progression?

*(Consider key skills and how they overlap. Discuss how high quality provision in both subjects will support learning in both subjects. For example: How Art planning and evaluation skills link to the same skills in D&T. How computing debugging skills mirror the evaluation skills in science investigative work. Please ensure links to core subjects are carefully considered.)*

Key skill in History:	Key skills in other subjects which are linked and how:
<p>Chronology - sequencing events, gaining an understanding of events in the context of all human history, building upon this over time</p>	<ul style="list-style-type: none"> <li>● Maths - ordering and comparing numbers - Number and Place value unit - EYFS to Y6. Supports children's ability to put dates on a timeline.</li> <li>● Maths - counting backwards through 0 - Number and Place value unit - Y3 to Y6. Links to ordering events on a timeline with a link to negative numbers, which mirrors the learning in history of BC and AD.</li> </ul>
<p>Compare - finding commonality and identifying change over time</p>	<ul style="list-style-type: none"> <li>● PSHE - understanding the internal states of others - EYFS to Y6. Links to understanding how people in history would have felt at the time, giving rationale to why things happened, why changes happened when they did etc. Develops in complexity in tandem i.e. learning about racism or sexism, linked with social movements such as the suffragettes</li> <li>● Geography - map skills - EYFS to Y6 - Links through increasing complexity of map skills allows children to interrogate the geographical factors to historical events and change. See map progression in appendix of <a href="#">Geography Progression Document</a>.</li> </ul>
<p>Range and depth of historical knowledge - know more and do more, woven throughout, dates, facts, cause and effect</p>	<ul style="list-style-type: none"> <li>● MFL - etymology of language - Y3 to Y6 - Links to MFL as common root words can be investigated to support greater semantic links in memory (LTM) i.e. A Testudo is a Roman shield formation, which comes from the Latin root 'testa' meaning shell.</li> <li>● RE - understanding a range of faiths and their cultures and customs - EYFS to Y6. Links to an understanding of differences/similarities of faiths as a potential motivation for historical events.</li> </ul>
<p>Interpretation - use of sources, perspectives, critical inquiry of historical materials</p>	<ul style="list-style-type: none"> <li>● Computing - research - Use of search engines unit - Y3 to Y6. Links through use of search engines to gather information, interrogating websites as sources of information, i.e. are they '.org' sites etc</li> </ul>

Historical Inquiry - application of the above skills to answer 'big questions' about the past

- Literacy link - persuasive writing - See Literacy progression documents for each year group - EYFS to Y6 - Links as children learn how to write sentences to form a narrative, building toward writing persuasively and to argue.

How is your subject linked to SMSC? How is your subject linked to British Values?  
([SMSC Guidance](#)) ([British Values Guidance](#))

**SPIRITUAL** - The study of history involves understanding the religious and spiritual beliefs of different societies and their customs. Students learn about how important those beliefs are to different people. They study the importance of different beliefs and how they have helped shape society today. They learn about persecution and the importance of tolerance and in doing so have the opportunity to discuss and share their opinions.

**MORAL**- Students are encouraged to consider and comment on the moral questions and dilemmas faced by historical figures. They learn about the different cultures, laws and the values of the people in those societies and learn to develop the ability to empathise with decisions made in the past. Students are encouraged to make moral judgements from a historical point of view and analyse sources of evidence to find out the truth.

**SOCIAL**- Problem solving as part of a team supports social development and students are encouraged to collaborate on activities. Students consider what past societies and other cultures have contributed to the development of the 'British Values' in our culture today. History provides students with opportunities to express themselves and communicate their ideas.

**CULTURAL**- Students are encouraged to develop a better understanding of people from different cultural backgrounds. They are encouraged to study links between local, British, European and world history to develop an appreciation of our multicultural society. Ways in which events have shaped our culture and society are explored and the causes and consequences of cultural conflict and prejudice considered.

#### 4. Resources

How and why have resources been selected? How should they be used in class? Where can they be found?  
(Please include a hyperlink to your resources register) How do they link to current topics? (Consider placing this on your resources register to save you time explaining it here.)

Children should be exposed to a broad range of written sources, multimedia sources and historical artifacts. We gain these through artifact loans and these link directly to the topics being taught. Through historical trips and visits, exposure and interaction with such artifacts is supplemented further.

How and when are resources reviewed? By whom? What should staff do if they need new/different

resources?

Annually, resources are reviewed by the subject leader. It is the phase leader and class teachers' role to communicate with the subject leader if additional resources are needed.

## 5. Inclusion and Differentiation

How are pupils supported and challenged in your specific subject? *(Describe any methods of differentiation unique to your subject i.e. using dictation feature on chromebooks etc)*

### SEN and LA pupils:

- Writing and reading barriers to learning in history are removed through use of video, visual prompts, partner pupils reading the resources to them, text to speech, small group work with an adult. Children are supported through differentiation of activity which allows them to achieve well in terms of the history Learning Objective, without the need to write at length. Word banks with definitions.
- Over learning
- Pre and post teaching
- Additional time to practice aids mastery of new skills
- Mathematical skills are supported by providing children with the same supportive apparatus they use in Maths lessons to allow them to order dates on a timeline
- Knowledge organisers are used to help pre teach pupils. These are also sent home so parents can support their child with skills such as vocabulary understanding.

### Pupil Premium Pupils:

- Targeted questioning
- Targeted verbal and written feedback to track more closely the progress of these pupils within lessons and over time.
- Additional discussions about these pupils with phase leaders during Pupil Progress Meetings

### Pupils working at secure expected:

- Next steps planned for through rigorous assessment in the lesson, based upon prior knowledge which should be there based on previous years teaching.
- Challenge through open ended questioning and next step feedback

How are the most able pupils extended so their learning can be deepened in your subject? *(AMA challenge days etc.)*

### More able pupils and Gifted and Talented pupils:

- Challenge through targeted questioning
- Channelling particular interests through the Class Teacher building a relationship with pupils and providing opportunities to extend learning further and link new learning to pre-existing knowledge and skills
- Use of progression document to aid mastery and fluency of skills by looking at subsequent years and pre-teaching this

## 6. Role of the Subject Leader

See the [Subject Leader Toolkit](#)



## 7. Parent/ Local community engagement

How is your subject represented in any home learning tasks?

Each year group sends home a topic home learning sheet which features all areas of the Curriculum. Historical activities, investigation and exciting hooks feature on this document as a tool to support learning at home. The focus of this task is to boost engagement, develop an understanding of the key vocabulary and foster a love of historical study. These tasks are creative and open ended, allowing children to explore and be inquisitive.

How are the Governing body/PCAB kept updated about changes and developments with your subject? What is their role in supporting you with monitoring and devising next steps? How do you maintain links with the local community within your subject?

- Governing body and PCAB have different focuses, through a rotating system, history can be investigated for it's rigour, quality and ultimately, attainment and progress outcomes for pupils.
- The Equality and diversity project has sent out a questionnaire to all parents calling for anyone who can offer additional perspectives to our curriculum. This will link in particular to our focus on a range of historical figures, and people from a different background to your own and their experiences throughout history.
- PCAB has a current focus on spirituality - this links to history through the study of the influence of people's religious and spiritual beliefs and how this explains the events that took place.

How are resources, knowledge, skills, guidance and provision available due to our place in the Academy Enterprise Trust utilised? How does your subject link to the AET values? *(Be unusually brave. Discover what's possible. Push the limits. Be big hearted.)*

Be unusually brave:

- Pupils learn about resilience and determination through history when learning about particularly courageous historical figures. For example, in Year 4, pupils learn about the relentless nature of the Celtic rebellion led by Boudicca against the Romans and we use the Curriculum intent statement values to describe her behaviour and choices.
- Through learning about the hardships faced by those in the past, we gain a better understanding of our challenges today and put them into a broader, global context.

Discover what's possible:

- History is all about discovery - through historical study, pupils find out new information. Moreover, they find out **how** to find out more through learning historical enquiry skills.
- Children are encouraged to take personal lessons from the events of the past and apply these into their own life. Learning the 'moral' of the story' can help pupils to make better choices in their own life. It is the class teacher's role to help children to verbalise these internal processes and link them back to their learning in history lessons.

Push the limits:

- Children are constantly challenged to achieve as highly as they can and to make as much progress as possible in lessons, during units, throughout the year and throughout their whole time at Westerings. We encourage pupils to be ambitious and push themselves, whatever their starting point is.

Be big hearted:

- Pupils are supported to use empathy to consider the experiences of people in the past and to consider how an event may have been experienced differently by different members of society at the time.
- Pupils are challenged to put themselves in the shoes of others and even write diary entries from the perspectives of people at the time.

### **Appendices/Hyperlinks:**

[History Drive Location](#)