



**WHOBERLEY HALL**  
PRIMARY SCHOOL

# History Policy

**Implemented by school: Autumn 2024**

**Review by: Autumn 2025**

**Believing**  **Achieving**  **Learning for Life**

## **Introduction**

This policy outlines the learning, teaching, organisation and management of History at Whoberley Hall Primary School. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the History co-ordinator.

## **Intent**

Our aim at Whoberley Hall Primary School is to encourage pupils to develop an appreciation and understanding of the past, evaluating a range of primary and secondary sources. Our historians will also be able to explain clearly how these sources give us an insight about how people around the world used to live and how these interpretations may differ. Pupils will be taught to make links between these areas of learning, with the aim of developing engaged, motivated and curious learners that can reflect on the past and make meaningful links to the present day. Our History curriculum has been designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum. The National Curriculum states 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. It should inspire pupils' curiosity to know more about the past.' History is delivered through subject specific teaching organised into blocks under a theme. Meaningful links with other subjects are made to strengthen connections and understanding for pupils. The History units taught have been developed to help children appreciate their own identity and the challenges in their time and to gain a clear narrative of the past. It will help them understand the process of change over time and significant developments.

## **Implementation**

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 topic vocabulary (using Inprint) that provides children with scaffolding that supports them to retain new vocabulary in their long-term memory

Consistent learning walls in every classroom provide constant scaffolding for children. Interactive timelines will be on display to allow opportunities for teachers to refer to and for children to understand that periods can be concurrent. Tier two and three subject specific vocabulary is displayed on the learning wall. Regular curriculum quizzes are used to review learning and check that children know more and remember more. These are based on the Kagan research and require children to think deeply. Learning is reviewed also on a termly basis through simple retrieval tasks, after a period of forgetting, so that teachers can check whether information has been retained. History assessment is ongoing throughout the relevant cross-curricular themes to inform teachers with their planning lesson activities and differentiation. We have a progression of skills focus for each year group, which enables pupils to build on and develop their skills each year (Chris Quigley).

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

## **Impact**

At Whoberley Hall, pupil voice shows that pupils are confident and able to talk about what they have learnt in history using subject specific vocabulary. Pupil voice also demonstrates that pupils enjoy

history and are able to recall their learning over time. It also helps children to discuss links between key periods in history and the wider impact it has made on life today. Pupils work demonstrates that history is taught at an age-appropriate standard across each year group with opportunities planned in for pupils working at greater depth. Work is of good quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence. Our History curriculum will also lead pupils to be enthusiastic history learners, evidenced in a range of ways, including pupil voice and their work. Teachers will assess using Chris Quigley set of key skills. At the end of each topic children will be given a set of Hexagons linked to the area of history taught, teachers will use these to support assessment. Through the use of 'quick quizzes' children will have many opportunities to recap learning already taught. If effective learning has not taken place children will be supported through the use of visual resources, technology, quick review quizzes, access to a timeline and key vocabulary to look at. Teachers will ensure the use of questioning (To ensure enquiry questioning is evident in all lessons) is consistent and support children where necessary through short intervention.

### **Expectations**

#### **By the end of EYFS children will:**

The Early Years Foundation Stage Curriculum supports children's understanding of History through the planning and teaching of 'Understanding the World'. This aspect is about how children find out about past and present events in their own lives, their families and other people they know. Children are encouraged to develop a sense of change over time and are given opportunities to differentiate between past and present by observing routines throughout the day, growing plants, observing the passing of seasons and time and looking at photographs of their life and of others. Practitioners encourage investigative behaviour and raise questions such as, 'What do you think?', 'Tell me more about?', 'What will happen if..?', 'What else could we try?', 'What could it be used for?' and 'How might it work?' Use of language relating to time is used in daily routines and conversations with children for example, 'yesterday', 'old', 'past', 'now' and 'then'.

By the end of EYFS children should:

- Begin to make sense of their own life-story and family's history.
- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read or discussed in class.
- Begin to ask questions about the past. Timelines – to include then and now – use pictures to display when things happened with a key focus on children's interests. To include a class picture of (now)

#### **By the end of Key Stage 1 children will:**

In KS1, History will look at significant events and people who have shaped society, locally, nationally and globally. By the end of KS1 children should:

- Be able to ask questions about the past through the use of artefacts and pictures
- Describe historical events, artefacts or people and place these on a time line.
- Use historical language (tier 2 and 3) linked to the topic - Refer to history vocabulary document.
- To use primary and secondary sources to find out about the past

- Discuss changes that have happened in their lives. Timelines – To show living memory and beyond living memory – to include a class picture of (now) events in history taught and personal history such as when teachers were born to understand passing of time on a scale.

### **By the end of Key Stage 2 children will:**

In KS2, UK history is taught chronologically to allow children to confidently place each time period. This allows pupils to consistently build on previous knowledge and learning by placing previously taught History topics on a timeline. It will also allow children to see history as a narrative and spot connections between British and World History.

By the end of KS2 children should:

- Use appropriate historical language (tier 2 and 3) linked to topic – refer to history vocabulary document
- Understand and discuss historical events through British history and world history.
- Use evidence/ primary and secondary sources to ask questions and find answers about the past.
- Suggest causes and consequences of events in history
- To identify both major and minor changes and continuities throughout history Timelines – To show British and History – to include colour coded timelines to show history taught and to help understanding of what was happening around the world and Britain during similar periods in time.

### **Personal, social and health education (PSHE) and citizenship**

History contributes to the teaching of personal, social and health education and citizenship. Throughout history children explore a range of different time periods and through these key concepts and second order concepts children are shown how life was or could be. Children are encouraged to think about how they would feel in a range of different time periods, contexts and compare these to everyday life now and share their own views. Lots of discussions through history lessons, sharing opinions and taking into consideration other people's views contributes to the teaching of PSHE.

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

The teaching of History offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Our groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Through their collaborative and co-operative work across a range of activities and experiences in history lessons, the children develop respect for the abilities of other children and a better understanding of themselves. They also develop a respect for people and the world in which they live. They develop their cultural awareness and understanding, and they learn to appreciate the value of differences and similarities. A variety of experiences teaches them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of groups.

### **SEND**

At Whoberley Hall we teach history to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. When progress falls significantly outside the expected range, the child may have

special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs. SEND pupils will use the hexagon assessment but teachers may need to scribe pupil responses or just allow them to make links using the pictures for support. The use of In Print in lessons will be used to help support and aid understanding.

### **Inclusion**

The full range of activities in History will be made available to all children, irrespective of age, race, gender or ability. Impact and Assessment The impact of learning is measured against the key concepts and key objectives within sequence of learning and is a measure of how much knowledge has been acquired. This may be through use of quick quiz assessments or longer written or oral outcomes to demonstrate understanding. Regular monitoring of work and pupil voice is used to moderate judgements which are made. Reporting to parents occurs annually within a child's written report to parents. The teaching of History will be monitored through the analysis of medium-term planning, pupil interviews, analysis of assessment data, scrutiny of work samples and lesson observations, in line with the school development plan. In the foundation stage assessment is collected through the use of an online platform (Tapestry) to record children's voice, observations, recorded work.

### **Roles & Responsibilities**

The Head teacher will:

- Actively support and encourage staff, praising good practice and supporting staff development, inservice training (particularly for the History Leader) and resources.

The History leader will:

- Provide sequences of skills and knowledge to be taught.
- Support colleagues in planning and teaching the subject specific concepts, second order concepts and developing their skills in teaching and assessing History.
- Carry out subject monitoring and evaluation of practice.
- Use feedback from monitoring to develop an action plan for History with realistic and developmental targets.
- Keep up to date on new developments in the use of History in the curriculum and inform staff in staff meetings and training days.
- Promote History throughout the school with the idea of themed days/weeks and family learning challenges for home.
- Complete Curriculum Effectiveness Review Cycle every half-term around History.

The Class Teacher will:

- Be responsible for planning and implementing the sequence of lessons for each History unit as set out in this policy.
- The classroom has an editable Timeline for the appropriate units and key Historical vocabulary.
- Ensure pupil's books contain key concepts and learning that are in line with planning documents.

### **Resources**

History resources are allocated in a cupboard in the hall. Children will have the opportunity to use the following resources: Artefacts, visual media, information books, historical photographs and ICT. All staff have a responsibility to ensure it is maintained in good order and reported if any resources become broken or damaged during use, the History leader needs to be informed as soon as possible.

### **Assessment**

Staff assess pupil's understanding of key concepts and vocabulary through a hexagon assessment at the end of unit. These concepts and vocabulary are monitored by the History coordinator and provide evidence of progress. This, in addition to other methods, for example, pupil voice, informal observations during lessons, provide further evidence of progress. Books provide evidence of coverage and are a way of enabling reinforcement of skills and knowledge.

S. Mills (History co-ordinator)

Review Date: September 2025