



Wansdyke School

History Policy

Date agreed: March 2021
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National Curriculum Aims

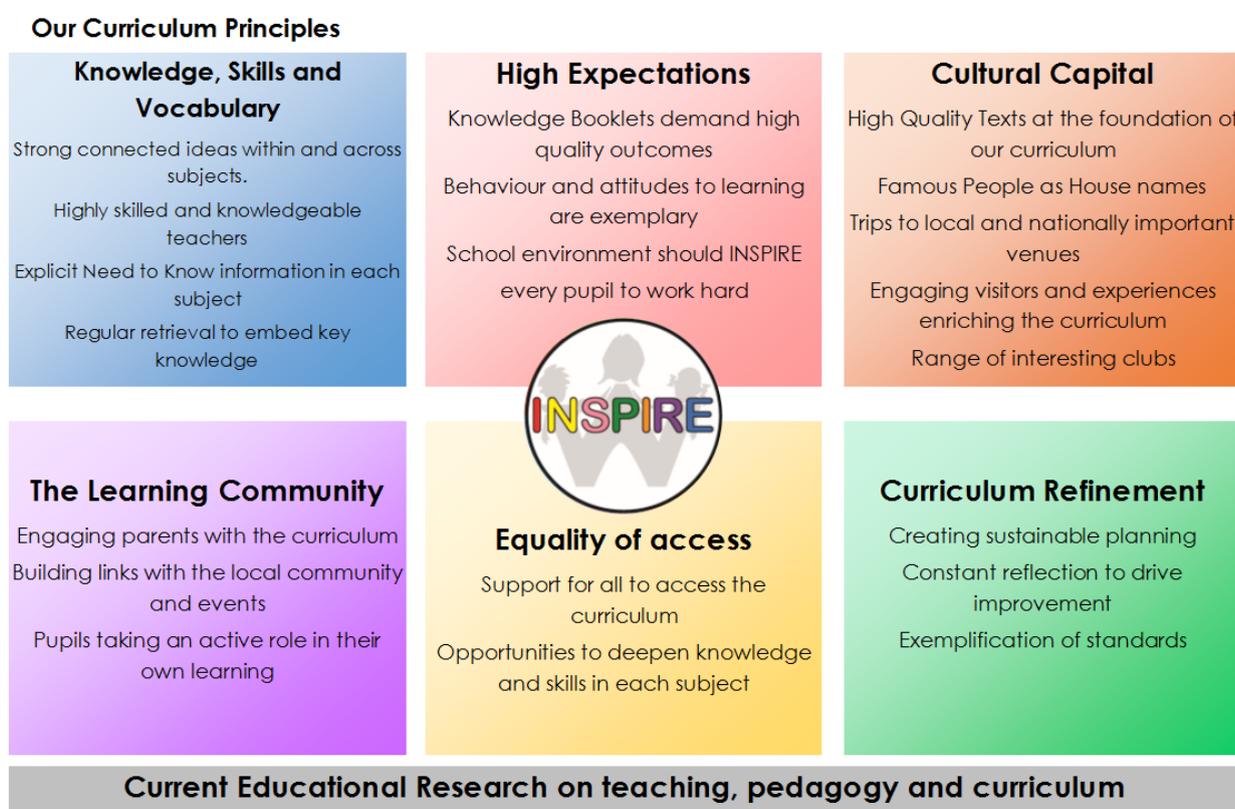
A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History 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.

1. Intent:

At Wansdyke we believe that it is crucial that our children develop an understanding of British history and values, the history of the wider world, and how it impacts upon us in the present. Our curriculum is developed in line with the National Curriculum, and is delivered in a way that is interesting, relevant to our children and links to other areas of learning, wherever possible. Our desire is that students build richly connected knowledge, vocabulary and skills that they can carry forward through their education and their lives.

Our aim is that we inspire our children to become active and curious in regards to history. We want our pupils to develop the tools to evaluate information about the past and make informed judgements based on this, and help them understand what happened in the past, and how this shaped the world they live in. We believe it is crucial that children learn about the events and people that have shaped our nation and its values, as well as other civilizations through time.

Our history curriculum is built upon the following principles:



Knowledge, Vocabulary and Skills:

Historical knowledge is carefully planned out across the curriculum, ensuring that children cover the relevant historical periods and events during their journey through the school. Knowledge is built upon and revisited to ensure it is retained. Vocabulary within each unit of work is specified and children are expected to learn and use within the topic and be able to recall this at a later point. Within each booklet, we set out the 'Need to Know' knowledge we expect all children to learn.

Links across historical topics are made explicit for the children so they can begin to compare and contrast different historical aspects. This will help them develop a well-connected schema of historical knowledge which will improve their ability to retrieve the knowledge they have learned.

Historical skills and progress through the key stages and are addressed within the Booklets we have created.

High Expectations

The knowledge, vocabulary and skills within each unit are exemplified within our knowledge Organisers and Knowledge Booklets which showcase the high outcomes we expect from our pupils. These incorporate key historical skills and ideas which are repeated throughout a key stage. Each historical booklet also incorporates regular opportunities for reading and writing for a purpose. There is an expectation that the quality of these pieces to be of equal standard to that of their English lessons.

Cultural Capital

To inspire a love of history and bring this abstract subject to life, we make use of our surrounding area to inspire the children and ensure there is equality in their experiences. Key historical sites will be visited each year to support the teaching of historical ideas. Other visitors and enriching experiences are planned within the curriculum. We also ensure the topics are well resourced with artefacts and books through our Wiltshire Swindon Library Resources subscription.

Canal Museum – Canals Y1

Steam Museum - Brunel Y2

Stone Henge – Stone Age Y3

The Roman Baths – Roman Britain Y4

The Mary Rose – Tudors Y5

The Imperial War Museum – WW1 and 2 Y6

Learning Community

Parents receive information about the topics their children will cover in history across each year. We make use of local experts in our parents and community to help enrich the children's experiences of history.

Part of every booklet includes a moral question which helps relate an element within the booklet to a moral or social issue within their community or society today. Children are encouraged to think deeply about these issues.

Equality of Access

It is our aim that all children can access the history curriculum for each year groups. We plan with high expectations for outcomes in history and support the teachers with resources to deliver the content. This means they can spend more time in providing scaffolds to enable each child to achieve in lessons. This includes carefully planned lesson delivery in small steps and adapting activities in the booklets for pupils. All pupils will have the opportunity to deepen their thinking through 'Diving Deeper' questions and activities within each booklet.

Curriculum Refinement

It is our aim that every year, we can build on the successful teaching of the history curriculum from the previous year. We will critically evaluate the quality of our history curriculum delivery in terms of what children have remembered and understood. This will include deciding what resources and activities led to high quality outcomes for our pupils and what explicit connections could we make within and between subjects. Each year the planning and outcomes will be reviewed by our subject leaders alongside class teachers with the aim to improve the quality year on year. The quality of history planning and resources means teachers can spend their time developing their subject knowledge and on the quality of their lesson delivery.

A selection of work completed by pupils will be exemplified to support the assessment of pupils and to strive for equal or better outcomes in the future.

Current Educational Research

Our understanding of how children learn has developed over recent years. Within our curriculum, we are placing much more emphasis on:

- Carefully considering the order in which content is structured and delivered. Being mindful of children's prior knowledge.
- Respecting the limitations of working memory by delivering learning in small manageable pieces
- Drawing and maintain children's attention to the important aspects of ideas and principles.
- Ensuring children are thinking as deeply as possible throughout the lesson.
- Linking ideas together and revisiting learning through regular retrieval practice.

2. Implementation:

Each historical unit is accompanied by a high quality class text to contextualize the learning and expose the children to high-quality reading opportunities.

Units of history are taught in blocks over a 2 or 3 week period. This allows the teacher to

more effectively use formative assessment to address misconceptions and errors pupils may have had during the previous lesson and address these quickly.

This is the coverage of Historical Units through the school:

Year Group	Historical Coverage
EYFS	Knowledge of the world – looking at parents and grandparents. Things which are beyond living memory
Year 1	The Great Fire of London Victorian Christmas Canals History of Toys
Year 2	Brunel Florence Nightingale
Year 3	Ancient Egypt Stone Age
Year 4	Roman Britain Anglo- Saxons Viking invasion
Year 5	Ancient Greece Shang Dynasty Space Race Tudors
Year 6	World War 1 World War 2

Within and across each history topic, key historical skills are incorporated such as interpreting timelines, comparing sources of information.

A History Unit

History units will begin with a timeline showing where this fits with historical periods already covered. There will often be some geographical links which help show where in the UK/ World these events took place. During the sequence of lessons, vocabulary from the knowledge organiser is incorporated. There will usually be a section of reading for the children to complete, as well as an opportunity to apply their writing skills. Some units of work culminate in a trip to local or national historically significant venues. At the end of each unit, a moral issue will be raised linked with an aspect of the historical facts covered e.g. Ancient Egypt - Slavery

A History Lesson

History lessons will focus on delivering the key knowledge and skills from the knowledge booklets, especially key vocabulary and the 'Need to know'. Each session should address issues from the previous lesson as well as forging links with other areas of history studied. Teachers may make use of flipcharts or PowerPoints as well as other media or sources to help impart the key knowledge and ideas. It is expected that where a booklet page has been created, the children complete these including any opportunities for 'Diving deeper.'

3. Impact

Assessment of History

Assessment of history at Wansdyke is a multi-faceted approach. We need to recognise the limits of placing any summative judgement against the children's knowledge of history because the validity of this data is relatively low. We equally need to be wary of purely looking at the outcomes from within a lesson, and judge the performance of children, rather than what has been committed to long-term memory. The booklets have tailored the outcomes we expect from pupils to help assess this.

Because key historical knowledge is unlikely to be revisited, the vast majority of our efforts within assessment should be towards responsive teaching, in order that misconceptions are addressed at the point they are made. However we can use our 'Need to Know' facts as a barometer to assess long-term learning.

Formative Assessment / Responsive Teaching:

- Verbal responses from pupils within the lesson
- Written outcomes from the pupils' work
- Retrieval practice at the start of each lesson

Summative Assessment

- Multiple choice quizzes after a period of time
- Mind-maps after a period of time
- Comparison of work with exemplification
- Pupil interviews about topics covered
- Teacher judgement against historical skills progression

Pupil Conferencing

It is important that when assessing our impact, we refer back to the aims of both the National Curriculum and of our own curriculum. Whilst the assessment of knowledge and skills are addressed above, it is important we also look at how our teaching has led to achieve the school aims:

At Wansdyke, we will endeavour to:

INSPIRE

- Provide an inspirational curriculum for all our pupils.
- Provide Knowledge, skills and experiences which will be remembered.
- Ignite passion, excitement and a love of learning for our pupils, through our curriculum content.

INCLUSIVE

- Teach children tolerance, respect and celebrate all forms of difference.
- Allow children to work cooperatively with a range of different pupils in the school.
- Teach children to understand and enact the fundamental British Values.

- Provide opportunities for all pupils to develop and grow, taking into account individual needs.

NURTURING

- Provide a safe, happy and caring environment where children are treated fairly.
- Teach children about how to stay physically and mentally healthy, including forming healthy relationships through PSHE and RSE.
- Educating children about how we can better care for our local environment and the world.

SUPPORTIVE

- Explain to children about the importance of charity, community and helping each other.
- Educate children to value mistakes and see them as an opportunity to improve.
- Provide feedback to our pupils to help them develop and learn.
- Listen to pupils' views and concerns, and act upon these.

POSITIVE

- Ensure success in mastering the knowledge and skills in academic subjects within the curriculum.
- Provide success for pupils in mastering increasingly complex knowledge and skills within creative subjects.
- Develop a positive attitude to school and learning in all our learners.
- Always recognise and reward hard work, effort and achievement in all our pupils.

INDEPENDENT

- Help children to develop initiative, helping them solve problems on their own.
- Help children assess and take appropriate risks.
- Provide children with life skills essential for their future.

RESILIENT

- Enable pupils to overcome adversity and develop grit.
- Foster a high level of self-esteem and self-confidence in all our pupils.
- To teach our pupils to embrace and relish challenge and struggle.

EMPOWERING

- Pupils develop their own informed thoughts and opinions on moral issues, with a strong sense of what is right, what is fair and what is just.
- Provide the skills for pupils to be successful communicators and learners.
- Support pupils to develop their own personal interests and talents.
- Become active and positive members of our community and wider society.
- Prepare children with the skills, including technology, necessary in their future.

Annual pupil conferencing will help us decide if these more qualitative measures are being addressed.