



Warton St Paul's

Church of England Primary Academy

A member of **CDARI**

History Policy

Reviewed July 2022

Next review July 2023

Our Mission Statement

‘Believe, Belong, Be the Best that
you can Be’

*"You are God's dear children. Let
love be your guide. Jesus loved us
and died to save us." (Ephesians 5 v
1 & 2)*

1. AIMS

Topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area. The history curriculum is carefully planned and structured to ensure that current learning is linked to previous learning, building and developing pupils' skills and knowledge. In line with the national curriculum, the curriculum aims to ensure that all pupils gain a coherent knowledge and understanding of local heritage, Britain's past and that of the wider world and helps to stimulate pupils' curiosity. Pupils have opportunities and are encouraged to develop enquiry skills by asking perceptive questions, thinking critically, analysing evidence and developing evaluation skills and judgement. Pupils study people's lives and lifestyles through time, drawing on 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.

Pupils at Warton St. Paul's Primary School will leave Year 6:

- Displaying a broad and balanced knowledge of Historical eras
- Able to think analytically about Historical events and sources of information
- With a coherent knowledge and understanding of local history
- Curious to learn more about the past
- Able to apply their History skill and understanding in a range of cross-curricular topics.
- Having a suitable technical vocabulary to articulate their responses

2. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of History were laid out in the National Curriculum (2014) and in the Understanding the world section of the Statutory Framework for the Early Years Foundation Stage (2017).

The Statutory Framework for the Early Years and Foundation Stage (2017) is based on 2 areas: People and Communities and The World.

The National Curriculum (2014) is divided into Key Stages. By the end of each year, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. The National curriculum 2014, gives detailed guidance of what should be taught in each key stage.

In the Foundation Stage (Reception) children are given opportunities to remember and talk about significant events in their own experiences. They are taught to talk about past and present events in their own lives and in the lives of family members. They are encouraged to comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. Children are able to develop an understanding of changes over time.

At Key Stage One (Years 1 and 2) the historical skills focus on the world around them and their living memory of History before moving to events that go beyond living history. The curriculum also gives the opportunity to study and compare significant people from around the world. This will ensure a firm foundation and understanding of history ready for KS2 History

At Key Stage Two (Years 3-6) By the end of year 6, children will have a chronological understanding of British history from the Stone Age to Roman Britain, Anglo Saxons and Vikings. They are able to draw comparisons and make connections between the lifestyles of different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece, Egypt and the Mayans.

The Governing Body receive regular reports on the progress of History provision.

3. SUBJECT ORGANISATION

Foundation Stage

In Foundation stage, children have opportunities to develop their communication, enquiry and understanding of History in both adult led and in child initiated activities during continuous provision.

Key Stage 1 & 2

History is taught in 3 blocks throughout each year, so that children achieve depth in their learning. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. The local area is also fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

5. HISTORY CURRICULUM COVERAGE

In most classes, History is taught every other half term, ensuring that full coverage is taught by the time pupils leave at the end of year 6. Due to our mixed year class in Years 3/4, topics taught in History are on a two-year rolling programme. As this is the first year of separate year 5 and 6 classes, to ensure pupils are not missing any of the curriculum, the same History units will be covered by both years 5 and 6 this year and they will have a different curriculum from next year:

2022-2023	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Long ago – How time has changed. Using cameras.	Can talk about what they have done with their families at Christmas in the past.	Listening to stories and placing them in chronological order.			To understand where dinosaurs are now and begin to understand that they were alive a very long time ago.
Year 1		The Great Fire of London -Events beyond living memory that are significant nationally or globally.	Christopher Columbus and famous pirates -The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods.		The first flight and BAE history -Significant historical events, people and places in their own locality.	
Year 2		Rosa Parks and Nelson Mandela -The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods.		Henry VIII, Elizabeth I and II -Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life. -The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to	Florence Nightingale and Mary Seacole -Events beyond living memory that are significant nationally or globally. -The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to	
				compare aspects of life in different periods.	compare aspects of life in different periods.	
Year 3 and 4	Wonderful Warton A local history study. Explore trends and changes over time. Demonstrate knowledge of aspects of history significant in their locality.		Stone Age Changes in Britain from the Stone Age to the Iron Age. Demonstrate awareness that the past can be divided into different periods of time.		Roman Britain The Roman Empire and its impact on Britain. Use some dates and historical terms when ordering events and objects. Select and organise historical information to present in a range of ways. Use dates and historical terms to sequence events and periods of time.	
Year 5	Wonderful Warton A study over time tracing how several aspects of national history are reflected in the locality.			Anglo Saxons Britain's settlement by Anglo-Saxons and Scots		Ancient Greece – A study of Greek life and achievements and their influence on the western world.
Year 6	Wonderful Warton A study over time tracing how several aspects of national history are reflected in the locality.			Ancient Maya A non-European society that provides contrasts with British history.		WWII A significant turning point in British history.

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Year 2		Rosa Parks and Nelson Mandela -The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods.		Henry VIII, Elizabeth I and II -Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life. -The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods.	Florence Nightingale and Mary Seacole Wartime medicine -Events beyond living memory that are significant nationally or globally. -The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods.	
Year 3 and 4	Crime and Punishment A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.		Ancient Egypt The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.		The impact of women through British History since 1066 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	
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Year 6		Vikings The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.		Ancient Maya A non-European society that provides contrasts with British history.		WW2 A significant turning point in British history.

5. CROSS-CURRICULAR HISTORY OPPORTUNITIES

Cross curricular outcomes in History are specifically planned for, with strong links between the history curriculum and morning English lessons, enabling further contextual learning.

6. THE USE OF IT

We recognise the important role ICT has to play in our school in the development of History skills. ICT is used to enhance the teaching of History and to give all children the opportunity to research, read and create various aspects of History using technology. The use of ICT is cross – curricular.

7. ASSESSMENT AND TARGET SETTING

Work will be assessed in line with the Assessment Policy and will use it to inform their daily differentiation. Assessment will be reported in half termly Pupil Progress Meetings. Pupils will have History targets where appropriate and will know their 'next steps' to ensure progression.

8. INCLUSION We aim to provide for all children so that they achieve as highly as they can in History according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

9. ROLE OF SUBJECT LEADER

The Subject Leader is responsible for improving the standards of teaching and learning in History through:

- monitoring and evaluating History:
 - pupil progress
 - provision of History
 - the quality of the Learning Environment
- taking the lead in policy development,
- auditing and supporting colleagues in their CPD,
- purchasing and organising resources,
- keeping up to date with recent Historical developments.

10. PARENTAL INVOLVEMENT

We aim to involve parents in the development of children's skills, knowledge and understanding in History. Parents are encouraged to work with their children at home and support with homework.

There are opportunities each term when parents can discuss their children's progress with their teacher.

This policy will be reviewed according to the emerging needs of our school.

SignedDate (Chair of
Governors)

SignedDate (Headteacher)