



Welholme
Academy

History Policy

DEFINITION

History is learning about life from the past by using evidence. Famous people from the past are remembered to help us make up our own minds about their actions. Chronology is the way that past events are ordered.

Date produced – April 2022

Intent

Purpose of Study

At Welholme Academy we shape our high-quality history curriculum to ensure it is fully inclusive to every child. Our aims are to provide a broad, balanced and differentiated curriculum that encompasses British values; ensuring the progressive development of historical concepts, coherent knowledge and skills; and for the children to study life in the past by weighing up evidence and thinking critically. We believe the study of history inspires children's curiosity, encourages them to ask open-ended questions and enables them to have a better understanding of the British society in which they live and that of the wider world. Learning about history should help children to understand changes which have occurred over time, significant challenges faced by people in the past and how they have impacted modern life as well as individuals or groups who have had a positive contribution to society. This will help pupils' develop perspective and balanced judgements about the past. We have a high priority towards pupils celebrating their local history which helps them to establish their own identity through learning about the past. History is covered through topic-based enquiry learning as well as incorporated within our other curriculum subjects such as English, Drama, Art and PSHE. We want children to enjoy and love learning about history by gaining this knowledge and skills, not just through experiences in the classroom but also with the use of fieldwork and educational visits.

Through teaching our children will be encouraged to

- Increase and develop their historical skills, concepts, knowledge and attitudes
- Develop a deeper understanding of key historical events in Britain and the wider world, including the history of our local area and the impact of other events on it
- Use appropriate subject-specific vocabulary
- Understand chronology and use vocabulary to order events in history

Aims

History teaching at Welholme Academy aims to ensure that all pupils know and understand:

- the history of Britain up to and including the modern day and be able to order key historical events chronologically.
- how important events in people's lives have shaped the nation or created significant change
- how Britain has influenced and been influenced by the wider world
- significant aspects of the history of the wider world including the nature of ancient civilisations
- appreciate historical concepts such as continuity and change, cause and consequence and similarities and differences. Pupils will be able to use these concepts to make connections, draw contrasts, analyse trends, ask historically-valid questions and create their own structured written accounts of historical events
- methods of historical enquiry, including how evidence is used rigorously to make historical claims
- understand why there are contrasting arguments and different interpretations of the past.
- begin to develop historical perspective by connecting events. This could include connecting local, regional, national and international history.

Implementation

Organisation

In ensuring high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school. History is taught as part of a half-termly topic, focusing on knowledge and skills stated in the National Curriculum. As part of this process teachers plan the following:

- An enquiry question at the beginning of the History topic
- A classroom timeline that displays periods of history covered before and during the year
- A knowledge organiser which outlines knowledge (including vocabulary) all children must master
- A rubric which shows differentiation and enables high aspirations
- A sequence of lessons for each subject, which carefully plans for progression and depth
- Regular teacher-led verbal questioning to support learner's ability to block learning and increase space in the working memory
- Trips and visits from experts who will enhance the learning experience

A theme-based approach to learning is promoted at Welholme. The whole school follow the same overarching theme each half term. For each theme, each year group has their own focus which links in to the overarching theme. Year groups use their theme work to answer an enquiry question. Each theme has a foundation subject focus which changes each half term. The History work carried out is recorded in a theme book. As well as written evidence, pupils may take part in discussions and debates, use artefacts and resources to learn about the past or visit outside providers for hands on learning experiences.

Resources

At Welholme Academy we understand the importance of first-hand experiences for our children and visits are encouraged where possible.

SEND

All children at Welholme Academy will access quality first History teaching and are taught age appropriate objectives which are set out in the subject overview document. To enable all children to achieve their potential in History, scaffolding and support is used appropriately.

All children at Welholme Academy have access to quality first teaching in all areas of the curriculum which enables them to take part in a broad and balanced curriculum.

Teachers have high expectations of all children. Inclusive and high-quality teaching is delivered to the whole class in History with bespoke support and interventions carefully planned for groups or individuals where needed.

In order to develop knowledge and skills in History some children may need extra intervention or provision. Interventions, additional support, resources and scaffolds are put in place to ensure the children reach their goals and learn in the best possible environment and any barriers to History are minimised.

Support in History can be in the form of one to one or small group but the needs of the child and how they learn best are always considered first and foremost. Working closely with peers in mixed ability groups enables the children to work inclusively and to support each other. Parallel to this we believe firmly that a child should develop independence skills in History as soon as possible. Opportunities are provided to enable this and any support given to a child / children will be short term and reviewed regularly.

Impact

Our History Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes; (book scrutiny)
- Tracking of knowledge in regular teacher-led verbal questioning
- Pupil discussions about their learning (including pupil voice interviews)
- Cold tasks (on blue paper) at the start of the topic to show what the children already know
- Hot tasks (on yellow paper) at the end of the topic to show progression of learning

Assessment

Formative assessment is carried out constantly, within lessons, through questioning and discussion to check children's understanding. Marking in theme books links to basic skills to promote a high standard of spelling, punctuation and grammar across the curriculum. Marking also links to factual knowledge such as correct use of dates, chronology and events to ensure historical accuracy. Proof of Progress quizzes are used in theme lessons to help children retain knowledge. This also enables children to assess their own learning and identify targets for their future work. In turn this supports teachers in providing feedback for children's work.

Summative assessment is carried out yearly to indicate if a child is working towards, at or above age-related expectations. Children are assessed against the relevant National Curriculum statements for History which are listed in the subject overview document.

Safeguarding & Child Protection

Miss Glasby is the Designated Lead teacher with responsibility for Safeguarding, Child Protection and Looked After Children. Mr Chamberlain is the Deputy. If anyone has any concerns about the care or welfare of a child, they should refer to Welholme Academy's Child Protection Policy on our school website www.welholmeacademy.com or speak to one of the Pastoral Team.

Equalities

At Welholme Academy we value all children and adults equally. The ethos of our school supports the development of self-respect and self-esteem in all children, staff and the community it serves. School and Trust staff are committed to running an equitable and inclusive school in which every individual matters, irrespective of ability, age, beliefs, culture, disability, ethnicity, gender, health, language, race, religion, sexual orientation and social circumstances.

Monitoring and Evaluation

History is monitored using an annual cycle of planning, teaching and book scrutiny. Following this, feedback is given to all teachers so that good practise can be shared across school. Questions are posed to highlight areas for development and if necessary changes to practise are made. This is constantly reviewed in lessons and future enquiries. Any findings and suggestions are shared with the Senior Leadership Team with the aim of improving teaching and learning in History throughout the school, and the History Subject lead will work in conjunction with year groups to ensure areas for development are highlighted and acted upon.

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