

Willerby Carr Lane

Primary School



History Policy

POLICY MANAGEMENT

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Purpose

History should be concerned with stimulating the children's interest and understanding about the life of people who lived in the past. We aim for the children to develop a sense of identity and a cultural understanding based on their historical heritage. We teach children to understand how events in the past have influenced our lives today; we also teach the children to investigate these past events and, by so doing, develop the skills of enquiry, analysis, interpretation and problem solving. As children progress through the school, we provide them with a chronological understanding of the past.

Aims

At Willerby Carr Lane Primary School, we aim to provide quality teaching and learning of history to promote:

- An understanding of life in the present by exploring the past.
- A curiosity and inquisitiveness about life in the past.
- A knowledge of significant events in British history and an appreciation of how societies and people have changed over time.
- A sense of chronology.
- An enjoyment and appreciation of the richness of the past.
- An understanding of society and their place within it, so that they develop a sense of their cultural heritage.
- An understanding of historical concepts such as cause/consequence, continuity and change etc.
- An understanding of how evidence is used to make historical claims.
- Perspective between local and international history encompassing all areas of history such as political and religious.

Making History Relevant

It is our intention at Willerby Carr Lane Primary School to enable the children to think as historians with the emphasis on examining historical artefacts and primary sources. The investigation of photographs, paintings and texts provides the children with more valuable experiences than studying history books. We also recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past as well as exploring history through English. We focus on helping the children to ask searching questions about the information they are given in order to understand the past.

We ensure that areas of history are investigated in detail to avoid stereotyping the past. When, for example, studying Florence Nightingale in Year 2, we also give equal weight to studying Mary Seacole, a British-Jamaican business woman and nurse who set up the "British Hotel" behind the lines during the Crimean War. We ask why one became famous and the other has been relatively ignored.

We encourage children to think through moral and ethical questions. When, for example, studying the Transatlantic Slave Trade, we respond to children's questions about "Were there any good slave

owners?" by encouraging and facilitating discussion and debate. Our aim is to empathise with people in the past in an attempt to explore and understand. In so doing, we encourage children to develop in-depth critical thinking that they can apply to modern day events.

Making use of our Locality and Wider Links

At Willerby Carr Lane Primary School, we aim to provide strong foundations for children's development of historical knowledge, skills and understanding, by making best use of primary and secondary resources on our doorstep. These include:

- The school itself – using school log books and photos
- Our local village of Willerby
- The seaside at Hornsea and Bridlington
- Hull City – its development as a trading port; the growth and decline of its docks and its current regeneration as a nationally important centre for the development of sustainable energy and wind turbines.
- Hull City - the siege of Hull in 1642 was the first major action of the English Civil War. In April 1642 the King returned to Hull to secure the arsenal at Hull, but was refused admittance at Beverley Gate by John Hotham.
- Amy Johnson - Amy Johnson CBE, born in Hull on 1 July 1903. She was a pioneering English female pilot who was the first woman to fly solo from London to Australia. Flying solo or with her husband, Jim Mollison, she set many long-distance records during the 1930s.
- Wilberforce House Museum – home of William Wilberforce, a key leader of the movement to abolish the slave trade. A native of Kingston upon Hull, Yorkshire, he began his political career in 1780.
- People in our community with an oral history of being evacuated during WWII.
- Regional sites with significant link to Anglo-Saxon, Roman and Viking periods etc.

We also make use of the six local museums and an art gallery as well as regional museums and centres of education. Going on trips out, and inviting history specialists in, are key to providing a rich and valuable historical experience and knowledge base for children.

Curriculum Intent

Our school curriculum sets out the knowledge and skills that pupils will gain at each stage. It is clear what end points the curriculum is building towards and what children need to know and be able to do to reach those end points. This is set out in detail in a series of history 'knowledge organisers'.

The knowledge organisers detail:

- What children should already know before starting a unit of work
- What children will know by the end of the unit
- The key dates/ timeline and important figures in history for the period studied
- The associated key vocabulary children are expected to learn and understand

Our curriculum has been developed through extensive subject development working-group meetings involving discussion by members of the teaching staff from all year groups, from EYFS to Year 6. It is rooted in a solid consensus of the school's teaching staff. This in-depth process ensures

that it is coherently planned, sequenced and implemented so that new knowledge and skills build on what has already been taught.

Curriculum Implementation

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, build a chronological framework, make comparisons across time periods, understand the cause of significant events and understand their consequences as well as scrutinising the validity of evidence and relating history to their own lives. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships

At the beginning of all units, children will look back at time periods studied previously. This encourages them to build on their chronological framework and see every unit in the wider context of time.

In history, children are taught the same historical skills throughout the school but the skills are applied to a variety of different time periods. In terms of evidence, the same question will be applied to different sources such as artefacts, pictures/paintings, written accounts as to whether they are a reliable source.

Children are encouraged to ask a variety of questions on one particular subject whether that be a piece of evidence, an event or the time period in general.

History units are applied to these key skills:

- Developing a chronological understanding putting the time period in context with those previously studied. Connections are constantly being made in history lessons and units. Whether that be between time periods previously studied or to the present day.
- Understanding the cause or consequence of a significant historical event
- Understanding what has changed and stayed the same since a time period
- Understanding the impact of a time period on our lives today
- The opportunity to ask historically valid and deep questions
- Analysing evidence and questioning its validity

History in the Foundation Stage

History in the foundation stage is taught under the umbrella of 'Understanding The World'. The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world. In history the children work towards achieving the Early Learning Goals, 'People and Communities':

- (DM) Remembers and talks about significant events in their own experience.
- (DM) Recognises and describes special times or event for family and friends.
- (ELG) To talk about past and present events in their own lives and in the lives of family members.

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Cross Curricular Opportunities

The content and positioning of history units is designed to develop a coherent and progressive history curriculum which supports quality teaching and learning. Links are only made with other subjects where they can meaningfully and significantly contribute to the teaching of those areas.

Possible opportunities include:

- English - history actively promotes the skills of reading, writing, speaking and listening. Some of the texts used within English are set in a historical context that brings the periods to life e.g. *The boy in the Striped Pyjamas*, *Street Child*.
- Computing - children use ICT in history to enhance their skills in data handling and researching information (e.g. census data; old photos and maps) using the internet.
- Design Technology – children learn about how toys in the past differ from toys today in the materials they used and how they are made.
- Art – children use their knowledge of periods they have studied to complete art units eg.
 - the art unit on collage/mosaics and the history unit on place knowledge of Italy
- Geography – the unit on *The Siege of Hull & the start of the Civil War* is linked to the geography unit on the development of the City of Hull and its strategic importance.
- History can also enhance other areas such as Science, Design and Technology and Music through the positioning of the unit in the focus link.

Assessment, Recording and Reporting

Assessment is carried out in line with the school's Assessment Policy and is based on the principles of Assessment for Learning. Assessment can take place at all appropriate stages of a lesson, but particularly within the plenary focussing on the relevant learning objectives to that lesson.

We assess how well pupils embed concepts in their long-term memory and apply them fluently; developing their understanding, rather than memorising disconnected facts. Teachers assess how well children are able to answer the key questions which are set out in our knowledge organisers: the depth of their answers and clarity of their explanations. For each unit pupils are assessed to have met the expected targets, exceeded them or not met them.

Equal Opportunities

It is the responsibility of teachers to ensure that all pupils, irrespective of gender, ability, race or SEND, have access to the curriculum and make the greatest progress possible. Teachers set suitable learning challenges and respond to each child's different needs.

Role of the Subject Leader

The history subject leader is responsible for:

- Ensuring progression and continuity across the key stage through the development of the long term plan.
- Supporting colleagues in the implementation of the short term planning and providing support within each unit of work.
- Monitoring progress and standards within the subject.
- Keeping up to date with developments in history and disseminating information to the rest of the teaching staff.