



West Winch Primary School

History Policy 2025

Intent

The aim of history teaching is to stimulate the children's interest and understanding about the life of people who lived in the past.

The aims of teaching history in our school are:

- to foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer;
- to enable children to know about significant events in British history and to appreciate how things have changed over time;
- to develop a sense of chronological order from ancient to modern times;
- to know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education;
- to understand how Britain is part of a wider European culture and to study some aspects of European history;
- to have some knowledge and understanding of historical development in the wider world;
- to help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- to develop key historical skills and concepts of enquiry, investigation, analysis, evaluation and presentation.
- to ensure that 'golden threads' are taught throughout the school.

Implementation

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. Where appropriate, children are given the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they are encouraged to ask searching questions.

History Curriculum Planning

We use the national curriculum scheme of work for history as the basis for our curriculum planning in history, and have related this to the local context. Our curriculum planning is in three phases (long-term, medium-term and short-term). Revising and consolidating skills helps children to build upon prior knowledge before introducing new vocabulary and challenge. Provision for history activities is part of the overall topic planning completed for each class termly. The subject leader for history oversees the curriculum coverage and ensures that requirements are met. We plan the topics in history so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and

knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move through the school.

Early Years Foundation Stage (EYFS)

We teach history in the EYFS as an integral part of the topic work covered during the year and we relate the history side of the children's work to the objectives set out in the Early Learning Goals. History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world.

Teaching History to children with SEN

At our school 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. We enable pupils to have access to the full range of activities involved in learning about history.

Resources

There are sufficient resources for all history teaching units in the school. There is a good supply of topic books and we use a range of websites to support children's learning. Artefacts and displays are available to enrich and aid children's understanding. A wide range of class trips are organised to support the history curriculum.

Impact

We aim to ensure history is loved by teachers and children therefore encouraging them to want to continue building on a wealth of historical knowledge and understanding. Impact is measured through asking key questions and observing children as they work in history. They record the progress that children make by assessing the children's work against the learning targets from the national curriculum. This allows the teacher to make termly assessments of attainment and progress for each child.

Monitoring and Review

The history subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in history. The history subject leader is also responsible for supporting colleagues in the teaching of history, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

Adopted: Spring 2025

Review: Spring 2027



Heather Habbin – Chair of Governing Body