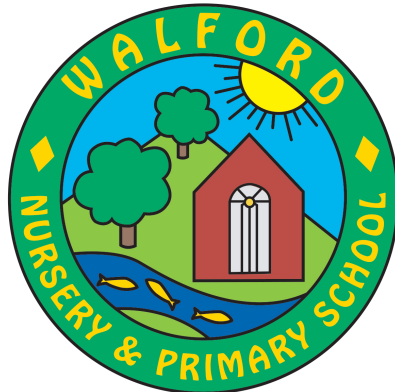


WALFORD NURSERY & PRIMARY SCHOOL



Policy

on

HISTORY

Reviewed and Updated: April 2025

Date for Review: April 2026

INTENT

At Walford Nursery & Primary School, pupils will:

- show a curiosity about the past and a wish to know more about life long ago;
- use critical thinking skills to analyse primary and secondary historical evidence;
- acquire a balanced knowledge about the past;
- think, reflect, debate and evaluate the past, asking questions which they have created, demonstrating eloquence and a rich vocabulary;
- undertake high quality research using a variety of sources, including the Internet, books and articles;
- become critical and independent thinkers;
- communicate and present ideas confidently and clearly to a range of audiences;
- develop an interest in the past, and develop an understanding that enables them to enjoy all that history has to offer;
- know about significant events in British history, and to appreciate how things have changed over time;
- develop a sense of chronology with some knowledge and understanding of historical development in the wider world;
- help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- develop a sense of empathy with people in the past;
- develop the skills of enquiry, investigation, analysis, evaluation and presentation.

IMPLEMENTATION

What does our History Curriculum look like?

Please refer to:

- our **Long Term Plan**, which demonstrates the progression of knowledge and skills within the whole school history offer;
- our **Medium Term Plan** for each year group, which maps teaching and learning, knowledge and skills through a topic;
- our **Curriculum Map**, which details each year group / subject;
- our **'Knowledge Organisers'** which summarise the key knowledge and skills to be acquired and retained in a history topic.

IMPACT

Our History curriculum facilitates sequential learning and long term progression of knowledge and skills. Teaching and learning methods provide regular opportunities to recap acquired knowledge through high quality questioning, discussion, modelling and explaining to aid retrieval at the beginning and end of a lesson or unit. This will enable all children to alter their long-term memory, know more, remember more and be able to do more as historians.

In learning history, pupils will:

- use a range of sources such as people, the local environment, sites, photographs, portraits, artefacts, written materials, ICT based materials, data, TV / video extracts;
- investigate significant issues about the past;

- work in a variety of contexts - individually, in groups, as a whole class;
- present their knowledge and understanding in a variety of ways such as through drama, art, models, various writing styles / genre, collage, timelines, sketches, maps;
- as they grow in confidence, begin to pose and investigate their own questions about the past.

The Curriculum Organisation

Teaching and learning in history follows the outline programmes of study and level descriptors prescribed by the New National Curriculum for Key Stage 1 and 2.

In our curriculum, history is taught both as a discrete subject and within an integrated topic approach, linking it with other areas of the curriculum such as English and geography. Staff will actively look for opportunities to ensure the cross-curricular aspect of work is evident.

Early Years (EY) / Early Years Foundation Stage (EYFS)

Children follow Development Matters and the Early Years Foundation Stage Program (Early Learning Goals), where history makes a significant contribution to the ELG of Understanding of the World. The children are provided with a basis to prepare them for following the National Curriculum.

During EY / EYFS, pupils will:

- show interest in the lives of people who are familiar to them;
- remember and talk about significant events in their own experience;
- recognise and describe special times or events for family or friends;
- show interest in different occupations and ways of life;
- enjoy joining in with family customs and routines;
- talk about past and present events in their own lives and in the lives of family members;
- know about similarities and differences between themselves and others, and among families, communities and traditions;
- explain why some things occur, and talk about changes.

Key Stage 1 and Key Stage 2

By following the New National Curriculum, children will be taught to:

- develop the historical skills of questioning, enquiry, observing and interpreting, organising and communicating findings, drawing conclusions and identifying cause and effect. This will lead to an understanding of chronology and ability to describe the passing of time;
- develop knowledge and understanding of important historical periods and people, through an enquiry-based approach, and relate these to present day life;
- develop curiosity about the things children observe, experience and explore relating to the world around them;
- apply key skills to enhance their understanding of historical concepts;
- use appropriate historical vocabulary to communicate ideas;
- develop a respect for the environment and an understanding of how human activity impacts on these things;

- develop skills of investigation and to enhance their knowledge of how the world is constructed from their earliest experiential play within the Foundation Phase to more sophisticated whole studies by the end of Key Stage 2.

Teaching and Learning

At Walford Nursery & Primary School, we use a range of teaching and learning strategies to develop children's knowledge, skills and understanding in history and all other subjects. History teaching focuses on enabling children to think as historians.

Historical Concepts

Each unit in our overview is underpinned by **rich, substantive knowledge** and **ambitious vocabulary**, whilst also ensuring children are developing their **disciplinary knowledge (historical skills)**.

Each unit of work is planned carefully to ensure concepts are taught in optimal order to support children's understanding. As well as developing a **breadth of historical knowledge**, we want our children to become **skilful historians**.

Each unit of work has an **emphasis on historical enquiry** where children **investigate historically framed questions** whilst also **developing historical enquiries** of their own. In addition to substantive and disciplinary knowledge, children will develop their **experiential knowledge** through museum visits, handling artefacts and engaging in carefully planned fieldwork.

Key historical concepts sit at the core of our curriculum to ensure the defining characteristics of the subject are ever-present.

Chronological Awareness

Children will gain an understanding of the language related to **chronology, building a mental timeline of the chronological order of periods**. They will develop an awareness of the general features of periods and learn significant dates and events.

Substantive Concepts

We have identified several **substantive concepts** that children will repeatedly revisit through their time at Walford Nursery & Primary School:

- Power (Monarchy, Government and Empire)
- Achievements
- Invasion
- Settlement
- Migration
- Civilisation
- Trade
- Beliefs

Disciplinary Concepts

We have identified several **disciplinary concepts** that children will repeatedly revisit through their time at Walford Nursery & Primary School:

- Change and continuity
- Similarities and differences
- Cause and consequence
- Historical significance
- Sources of evidence
- Historical interpretations

Historical Enquiry

Each unit of work has an emphasis on **historical enquiry**. Children at Walford Nursery & Primary School will:

- pose historical questions;
- gather, organise and evaluate evidence;
- interpret findings, analyse and make connections;
- evaluate and draw conclusions and
- communicate their findings.

Teaching and Learning in History is supported by:

- a range of practical materials, artefacts, visual and reference aids;
- additional resources loaned from various outside agencies and libraries;
- in each key stage, we give children 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;
- ICT including Internet and videos.

The teaching of History will vary and will be most appropriate to the planned learning outcomes of the lesson.

Children will be taught and will work:

- as a whole class;
- in groups (adapting teaching where necessary);
- in pairs or as individuals.

Inclusion

All pupils, regardless of race or gender, shall have the opportunity to develop their history capability. The school promotes equal opportunities and fairness of distribution of all resources.

Assessment

Assessment is an integral part of the teaching of History. Children's work is assessed through observations and informal judgements. On completion of a piece of work, the teacher marks and comments as necessary. At the start of every lesson, children will complete a 'Flashback 4' which consists of four questions: something they learned yesterday, something they learned last week, something they learned last term and something they learned last year. At the end of a lesson, children will demonstrate their learning by completing a NIKI (Now I Know It) evaluation. The teacher makes a summary judgement about the work of each pupil and this will be used as basis for assessing the progress of the child at the end of the year.

Formative assessment takes place in each lesson and is used to inform the next step in teaching and learning.

Written or verbal feedback (in line with school marking policy) is given to help guide children's progress and is used to support teaching and learning and inform future planning. The teacher assesses the children's progress based on their achievement of the learning objectives in lessons. Children are encouraged to assess their own learning through self-assessment. Feedback on attainment to parents will be given during end of year reports.

Monitoring

Monitoring is carried out by the Headteacher, a member of senior management or the History Coordinator, in the following ways:

- Informal discussion with staff and pupils (pupil voice)
- Work sampling and book trawls
- Classroom observation
- Planning scrutiny

Evaluation / Review

There is an annual review of this policy by the History Coordinator. The coordinator will report to the governing body on the progress of the children in History and will meet with the designated governor to discuss and monitor the success of the teaching in History.

This policy was updated in April 2025. The policy was adopted by the Standards, Teaching & Learning Committee of the Governing Body of Walford Nursery & Primary School in April 2025 and will be monitored annually.

Signed: _____ Chair of Standards, Teaching and Learning Committee

Signed: _____ Headteacher