

WESTFIELD PRIMARY

History Policy

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This Policy was written by Miss H Malhotra



Westfield Primary School History Policy

Historical understanding fires children's curiosity and imagination about events from the past. It connects Britain's past with the present and the future. It helps children to make sense of our place in the world and is central to their development as informed, active and responsible citizens. Children see how societies are organised and shaped by people's values and actions, and how communities can live and work together. They learn about diversity and interdependence, fairness, justice and democracy. They begin to understand how events that happened in Britain long ago or in other countries can affect our lives today and how our actions shape the future. Children are involved in field studies out of school on both day and residential trips.

We aim:

- to understand the present in the light of the past.
- to develop a sense of identity through learning about the development of Britain, Europe and the World
- to contribute to pupils' knowledge and understanding of other countries and cultures
- to enrich and support other areas of the curriculum through an historical perspective

Each phase team teaches topics which ensure progression through the key stages. The content is in accordance with the requirements of the History National Curriculum 2014.

Key Stage 1:

• Pupils are encouraged to develop an awareness of the past, using common words and phrases relating to the passing of time. They are expected to know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They are expected to use a wide vocabulary of everyday historical terms. They are encouraged to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They are expected to understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils are taught about:

- changes within living memory
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Key Stage 2:

Pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They look at connections, contrasts and trends over time and develop the appropriate use of historical terms. They devise historically valid questions about change, cause, similarity and difference, and significance. They learn how our knowledge of the past is constructed from a range of sources.

Pupils are taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of an early civilization - an overview of where and when the first civilization appeared: Ancient Sumer; Ancient Egypt;
- Ancient Greece - a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history -; Mayan civilization c. AD 900

All staff are responsible for supporting the delivery of the History curriculum. As well as class work, children will work individually and as part of a group. A variety of teaching methods are used. These include:

- fieldwork, visits to museums and historic sites
- role play and drama
- discussions and debate
- television, CD, DVD and computer software
- presentations by the teacher (including story telling)

A bank of resources is available. Resources include reference books, posters, photographs, CDs and DVD s, computer software and artefacts. Most of the resources are arranged under topics, e.g Invaders and Settlers, Tudor Britain, Victorians, etc. These are kept in labelled storage boxes in the Resource Room.

All children have access to the History Curriculum. Materials will be simplified where necessary and additional support given to the less able. The more able children will be expected to undertake work of a more complex nature and use a wider and more demanding range of resources. History in both Key Stages is covered as part of the creative curriculum. Links will be made in Science, Mathematics, Geography, Literacy, Learning for Life and Art and D.T. Children will be assessed by marking of written work and teacher assessment of field work and practical work.