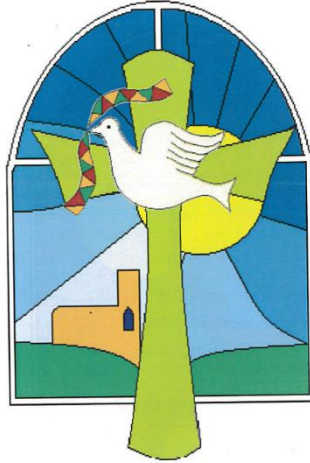


The Wolds Federation

History Policy



Wolds Federation

Our Christian Vision is that our children will be agents for change in their own lives, in their local community and in their global community.

The study of the past, is all around us; we are continually making history through our thoughts, words and actions. History is personal and global; it is everyday life and momentous occasions

Historical association

Date: April 2024

Review: April 2026

The Wolds Federation

History Policy

Our Vision

Our Christian Vision is that our children will be agents for change in their own lives, in their local community and in their global community. At the Wolds Federation, we believe that the teaching and learning of history cements the foundations for children to be able to build on their history, giving them the stepping stones to become agents for change in their own lives, local community and global community.

Introduction

The Wolds Federation believes that History makes a valuable and distinctive contribution to pupils' education. We believe that learning about the past helps children better understand the world they live in now. It teaches children to see things from different perspectives and understand why people behaved in particular ways. Our curriculum helps children to develop both the knowledge and the skills to become agents of change now by understanding what has gone before.

This policy outlines the purpose, nature and management of the history taught and learnt in our schools. It outlines the guiding principles by which this federation will implement history in the National Curriculum. It is reviewed annually.

Continuity and Progression

Continuity is the persistence of significant features of historical education, allowing children to build upon their knowledge and understanding.

- Throughout their history work, children will use specific vocabulary, adding to this as they progress through the school.
- Throughout the school, questioning will follow a similar structure ensuring that children can focus on the historical content.
- When topics and ideas are introduced, references will be made to past learning in previous years, for example exploring family history in the Foundation Stage and children's knowledge of timelines in Key Stage 1. Progression is concerned with advances in pupils learning. Each topic the pupils learn about will build on the generic skills of enquiry as they move through the school towards Key Stage Three.

- Progression in History will be evaluated by the increasing depth of studies and the development of pupils' reasoning skills when backing up judgements.
- Some children will be working at levels above or below others of the same age. These children will progress at their own rate; teachers providing a range of adaptive activities to optimise each child's opportunity to progress at a pace and content which is suitable for the individual child.
- In history lessons throughout the Wolds Federation, all pupils are encouraged to think deeply about why they are learning that unit, thinking historically about what has happened as a result of that piece of history, how has that significant event changed what we do today. Ensuring all pupils understand the importance of learning about the past.

Intent

History has always been held in high regard at The Wolds Federation, with each school's own rich history within the context of the local area are a celebrated and inspiring feature of the school. The history curriculum at The Wolds Federation makes full use of resources within the immediate and wider local area enabling children to develop a deep understanding of the rich history of their locality. Topics are informed by the National Curriculum and are sensitive to children's interests, as well as the context of the local area. The history curriculum at The Wolds Federation is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy. In line with the National Curriculum 2014, the curriculum at The Wolds Federation aims to ensure that all pupils:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past
- Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement
- Begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Implementation

We plan and deliver our history in blocks of curriculum time and we take the National Curriculum as the basis of our work but we are ambitious in our choice of content, choosing units that challenge stereotypes, for example, learning about Amy Johnson at KS1, an inspiring and pioneering woman. We exploit the rich local history of the area, studying the history of Scarborough Castle to draw together the chronology of this important place and the Wetwang Chariot as part of our Iron Age topic. No study of the Romans or Vikings would be complete without visiting York and experiencing the archaeology and finds first hand.

A topic-based approach to curriculum planning is employed within the federation with each history topic focusing on an enquiry question. History is taught in blocks throughout the year with a dedicated set of substantive knowledge so that children achieve depth in their learning. Across each topic disciplinary knowledge is threaded through every activity so that children become procedurally fluent historians. Key concepts for KS2 have been selected because we feel they are particularly relevant for our children. In order to support the transition from KS1 to KS2 we have also identified key concepts for KS1 that lay the foundations for the KS2 concepts. The history progression sets out all of this information in great detail.

By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time

periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece, Rome and the Maya. The local area is also fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge. Within our knowledge-rich approach, there is a strong emphasis on people and the community of our local area. The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

Impact

Outcomes in topic books evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. Emphasis is placed on analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world and are curious to know more about the past. Through this study, pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

Teaching and Learning

Across the whole federation, there are four key historical learning strands that the children will explore over the course of their education –

Chronological knowledge and understanding

Historical enquiry, communicating ideas and using evidence

Interpretation of history

Historical enquiry

- a. Continuity and change in and between periods**
- b. Cause and consequence**
- c. Similarities and difference**
- d. Significance**

As pupils develop these skills in a range of contexts, so too will they develop the ability to be independent learners, using the key historical skills they have gained to analyse, question and compare sources of evidence to form their own judgements about the past. Learning from these strands helps children to foster an enthusiasm and sense of curiosity about the past, encouraging pupils in their first steps towards being life-long learners. The learning intention for each lesson is informed by the National Curriculum 2014 and children are guided towards this within each lesson through the use of success criteria. Outdoor learning is planned for and progressive throughout the school and programmes of work are embedded with key knowledge, which itself has been mapped, along with key skills, to support affective assessment and ensure progression across the school.

Early Years

History is taught in Reception as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation stage history makes a significant contribution to developing a child's understanding of the world through activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

Key Stage 1

During Key Stage 1 pupils will learn about people's lives and lifestyles. They will find out about significant men, women, children and events from the recent and more distant past, including those from both Britain and the wider world. They will listen and respond to stories and use sources of information to help them ask and answer questions. They will learn how the past is different from the present. Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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 should use a wide vocabulary of everyday historical terms. They should 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 should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Key Stage 2

The Key Stage 2 curriculum will continue to allow children 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 should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key historical knowledge is taught to enable and promote the development of children's historical enquiry skills. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using adaptive, open-ended questions that require children to explain and unpick their understanding.

- Providing effective feedback, including interactive marking through purple pen questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes.
- Use of the 'what I know already, what I want to know and what I have learnt' (KWL) strategy throughout a unit, alongside specific and measurable LOs for each lesson with child and teacher review of the success criteria.

Resources

Resources are kept in the Resource Room, in topic boxes, across the three schools in the federation. An audit of History resources will be maintained by History subject leader. It is the responsibility of the subject leader to order, maintain and evaluate the effectiveness of the resources. It is the responsibility of the class teacher to use them appropriately, return them to the correct place and advise the subject leader of any breakages; ICT opportunities have been identified in each unit of work.

Equal Opportunities and Inclusion (eg EAL/SEN/PPG/Provision for HA)

In the Wolds Federation, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential. Through the use of KWL, teaching takes account of children's own interests to ensure topic relevance to all individual learners. Opportunities for enrichment are also fully utilised, to ensure a fully inclusive and engaging history curriculum and this is supported through a number of links with places of historical interest in the immediate and wider locality engaging the children further through practical learning activities.