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# **History Policy**

# **Westmorland Primary School**

## **Autumn 2024**

**Review date: Autumn 2026**

**Ratified by:**



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## Westmorland Primary School History Policy

- M – Memorable Learning
- O - Oracy
- R - Reading
- E – Experiences (Real Life)

### Aims

At Westmorland Primary School our aim is to produce learners who have a coherent knowledge and understanding of Britain's past and that of the wider world. We aim to inspire pupils' curiosity to know more about the past and equip pupils to ask perceptive questions, think critically and analyse evidence from a variety of sources. Our learners will understand the concept of chronology and the impact of the lives of significant people, places and events in the past and how that has influenced the present. We aim to provide children with engaging topics and lessons in line with the National Curriculum and develop historical questioning and research skills, and to give them opportunities to 'be MORE', through memorable learning, oracy and reading opportunities and real-life experiences. We include links to our locality, enabling children to understand how Stockport and the surrounding area has changed over time. We aim to make our history curriculum diverse.

### Teaching and Learning:

At Westmorland, we use a variety of teaching and learning styles in history lessons to aid the development of children's knowledge, skills and understanding in history for all pupils. We use whole-class teaching methods and combine these with enquiry-based research activities. We believe children learn best when provided with access to a variety of resources and memorable learning opportunities, such as:

- Access to, and are able to handle artefacts
- Access to secondary sources such as books and photographs
- Use of non-fiction books for research
- Are shown, or use independently, technology sources (desktop computers, laptops, ipads) to find resources from the internet
- Go on visits to museums and places of interest
- Use of Virtual Reality headsets, to bring learning to life
- Listen to visitors talk about their subject knowledge or personal experiences of the past
- Listen to and interact with stories from the past
- Undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives, specifically in EYFS and KS1
- Use drama, dance and debate to act out historical events
- Provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.



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We know that we need to offer MORE in our history lessons and aim to offer a varied curriculum that inspires children to want to know and do more (MEMORABLE), that allows children to talk through their work (ORACY), that builds on and develops their skills allowing them to access a range of resources (READING) and that is relatable and in context rather than being an abstract series of lessons (EXPERIENCES).

### Planning:

In KS1 and KS2, history is taught as a discrete subject, for three half terms within the year. Knowledge organisers, produced by the history subject leader, are used to aid planning. These reflect the skills that children need to use in the real world and follow the National Curriculum objectives, building progressively through the years. Enquiry Questions will be implemented, rather than a title, and each lesson must add something that helps to answer the enquiry question. Common threads of trade, society, invasion and settlement run through our curriculum, this helps children to make comparisons between previously taught topics and understand the bigger historical picture.

In Key Stage 1, children learn about people, places and events in time, focusing on the lives of significant individuals, events beyond living memory and changes within living memory. The children study the lives of diverse men and women. Our topics have been carefully chosen to make links to our locality and inspire the children. Local history is interwoven through most topics.

Year 1	What was the Gunpowder Plot and how do we remember it?	Do we communicate the same way our parents and grandparents did and how do we know?	Which influential women do we remember and why? (Mary Anning and Rosa Parks)
Year 1/2	Has shopping stayed the same over time?	When was the first flight and how do we know it happened? What has changed since the success of the Wright Brothers?	Plague and Fire! Why was it significant nationally?
Year 2	Who was George Mottershead and how did he influence the zoos we visit today?	When were the Commonwealth Games held in Manchester and what was the impact of them?	Why do explorers explore and how do we know about them? (Barbara Hillary, Ernest Shackleton, Ibn Battuta, George Back)

### **In Key Stage 2:**

Year 3 cover the local history unit as this is more closely linked to KS1 history. However, local links are utilised as often as possible across school. For example, when year 6 look at Victorian life, this links to the viaduct.



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British History topics are taught to develop chronological understanding and each year group covers a British History topic. Timelines are used so children can easily access information from previously taught topics. Years 4-6 all cover an ancient civilisation. An overview of the Ancient Civilisations links with a Y4 geography unit on rivers. The contrast of British history is taught in the same year as the Anglo-Saxon and Viking struggle for the kingdom because it happened concurrently. At Westmorland we teach the Early Islamic Civilisation, as a contrast, to enable our Islamic community to learn the history of their religion, this is more relevant to our community than the other contrasting civilisations. The Ancient Greek civilisation is taught in Y6 because the Greek achievements of debate and democracy are complex and this links with our PSHE topics.

Year 3	What was the Stone Age and how do we know about it?	How did Britain change from the Stone Age to the Iron Age?	Where is Suffragette Square and why is it so named?
Year 4	What was the Roman Empire and how did it become so powerful?	How did the Britons react to the invasion and how did Britain change?	What can we learn from ancient civilisations?  (Ancient Egypt, Sumer, Indus Valley and Shang Dynasty)
Year 5	What was Anglo-Saxon life like?	Was Britain a peaceful place during Anglo-Saxon rule and how do we know?	Why should we study Early Islamic Civilisations?
Year 6	Who was Queen Victoria and how do we know about her?	What was life like in Victorian Britain and how was it different to now?	Who were the Ancient Greeks and what did they achieve?

### Resources:

Children use a range of resources in history sessions: this includes replica artefacts to support interpretation, dress-up clothes to support knowledge and understanding and sets of non-fiction texts to support enquiry. Newspaper articles and photographs taken from local newspapers are used to make local links. Timelines are evident in the classrooms, these are mathematically scaled. Termly topic loan boxes are used, which can include historical fiction books, non-fiction books and artefacts. Digital maps are used to compare how areas have changed over time.

Educational visits are encouraged. If a visit is not possible because of the content of the unit, we try to utilise visitors or online workshops or webinars.

### Cross-Curricular Links:

Our history curriculum is enhanced through other subject areas. In English lessons, we use historical fiction texts and produce writing and drama set at different times. We use historical



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maps in geography lessons. Our maths lessons help the children to understand duration and scaling during chronology. Our VR headsets can be used to enhance many different units of work.

### **Assessment Guidelines:**

History Assessments are completed at the end of a topic, children are assessed against the skills.

### **Foundation Stage:**

The EYFS framework has recently changed and now includes, Past and Present. The children should be also to talk about their lives and their roles in society. They should know similarities and differences between things in the past and now, they will use toys to support this leaning. They should know about the past through settings, characters and events encountered in books read in class and storytelling.

### **Monitoring and Evaluation:**

Planning is regularly monitored by the History Co-ordinator. They observe parts of lesson, complete pupil voice questionnaires and look at displays. They also look at the floor books for history. Visits and visitors will also be monitored and evaluated to ensure children are given equal opportunities for 'MORE'.

### **Professional development:**

Westmorland Primary has a membership to the Historical Association, which offers teachers support with planning and articles about primary history. Relevant training taken by the History lead is cascaded through the whole teaching staff. All teaching staff have access to laptops and iPads to enable them to complete independent research on topics and develop their own skills and produce high quality resources. Teachers regularly use the Internet to keep up-to-date with new developments in education, new teaching strategies/ideas and research possible visits or visitors. The subject leader attends local networking meetings. There are opportunities to staff to attend courses each year.

### **S.E.N**

As a staff we ensure that the relevant parts of the curriculum are accessible to all. We use a range of methods to ensure all children can cover the necessary skills, such as pre-teach of vocabulary, dual coding, use of timelines as organisational tools, varied texts for enquiry, group work and independent work.

### **Equal Opportunities:**

At Westmorland, we are keen to ensure that all children are treated equally regardless of race, religion, gender, social background or ability as much as their individual needs allow it.



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**Review:**

This policy will be reviewed annually. It is the responsibility of the History co-ordinator to write it.

Sarah Beckingham

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