



# The Winterton Federation History Policy



## “TO BE THE BEACON FOR LEARNING”

*“The teaching of your word is light, so everyone can understand”  
(Psalms 119:130)*

### Introduction

At The Winterton Federation we are committed to providing all children with learning opportunities to engage in history. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment.

History is about real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships. History ignites the children’s curiosity about the past in Britain and the wider world and plays an essential part in preparing pupils for living and working in the contemporary world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people’s actions. As they do this, children develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values. Through history pupils conduct their own research, explore evidence, and present their own thoughts and opinions.

### Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world;
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind;
- gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’;
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses;
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed;
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short and long-term timescales.



## The Winterton Federation History Policy



We aim to create a comprehensive and deepened understanding of history across the federation. Our aims and objectives of teaching history are:

- to instil in the children a curiosity and understanding of events, places and people in a variety of times and environments;
- to develop an interest in the past and an appreciation of human achievements and aspirations;
- to understand the values of our society;
- to learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another;
- to develop a knowledge of chronology within which the children can organise their understanding of the past;
- to understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours;
- to understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials;
- to distinguish between historical facts and the interpretation of those facts;
- to understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial.

### **Curriculum**

Pupils undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through history pupils learn a range of skills, concepts, attitudes and methods of working.

### **Early Years**

History is taught in Reception as an integral part of the topic work through child-initiated and adult led activities. Pupils 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 learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They listen, and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

### **Key Stage 2**

During Key Stage 2 pupils learn about significant people, events and places from both the recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.



# The Winterton Federation History Policy



## **Teaching and Learning**

Our principal aim is to develop pupil's knowledge, skills and understanding in history. To accomplish this, we use a variety of teaching and learning styles including whole class, independent and group learning. We combine these with enquiry based research activities and encourage children to ask, as well as answer questions. Technology, in addition to artefacts, are encouraged to enhance pupil's learning.

## **Knowledge and Understanding**

Pupil's understanding and knowledge of historical facts is broadened through the teaching of the following key elements:

- Chronology;
- Interpretation of history;
- Historical enquiry;
- Organisation and communication;
- Range and depth.

## **Equal Opportunities**

Classroom activities are planned to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background. We are aware of different learning styles and the need to allow pupils to be able to work in their preferred learning styles for some of the time. We use materials for teaching which avoid stereotyping and bias towards race, gender, role or disability. We deal with such issues clearly and sensitively when they arise. Pupils with Special Educational Needs are catered for in teacher's planning and delivery of lessons.

## **History Curriculum Planning**

At the Winterton Federation, history is taught through a topic approach alongside Design and Technology, Geography, Art and Music. Our curriculum is carefully planned to progress pupil's skill development and broaden their knowledge as they progress through the federation. Our long-term and medium-term plans map out the skills and themes covered each term for each key stage. These plans define what we teach and ensure an appropriate balance and distribution of work across each term.

## **Assessment and Recording**

At the Winterton Federation, assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of pupil's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to pupils as soon as possible, and marking work is guided by the federation's Marking Policy. Teaching staff record and monitor pupils' progress and development in regards to the history objectives detailed through the National Curriculum using the federation Assessment System.

## **Monitoring and Review**

Monitoring takes place each term by the subjects leads through sampling pupil's work, book scrutiny, data analysis, lesson observations and pupil and staff voice questionnaires. The Executive Headteacher reports to the governing board on the progress of pupils in History.

***History Policy reviewed by: Liam West Summer 2023***

***Policy agreed by staff: Summer 2023***

***Policy review date: Summer 2026***