



WOODCHURCH  
CHURCH OF ENGLAND  
PRIMARY SCHOOL

# HISTORY POLICY

## Wonder, Commitment, Expectation

Jesus said:

I am the bread of life. Whoever comes to me will never hunger, and whoever believes in me will never thirst. John 6:35

*"If you have faith as small as a mustard seed... nothing will be impossible for you."*

**Matthew 17:20**

*Rooted in the teachings of Jesus, the power of the Holy Spirit  
and our love of God,  
we aim to continue our long Christian history and tradition of  
serving our community.  
We will plant the seeds of faith, which will enable all to grow  
together as a family and as individuals,  
living life in all its fullness and flourishing in the world, walking  
in the footsteps of Jesus.*

## **History Policy Woodchurch CE Primary School**

### **Introduction**

This policy outlines the teaching, organisation and management of history taught and learnt at Woodchurch CE Primary School.

The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the history subject leader, Rhian Jones.

### **We teach history to:**

- Fire pupils' curiosity about the past, inspire awe and wonder about the past.
- Encourage thinking about how the past influences the present.
- Through the teaching of History strengthen their British Values of democracy, tolerance, liberty, responsibility, respect and law.
- Help students develop a chronological framework for their knowledge of significant events and people
- Foster a sense of identity and an increased understanding of pupils' own position in their own community and the world
- Develop a range of skills and abilities - particularly those related to finding out about the past, explaining the motives, causes and unintended outcomes of events.

### **Through teaching history we can also:**

Improve pupils' skills in literacy, mathematics and computing.

Develop pupils' thinking skills.

Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues.  
(Detailed below)

Develop pupils as active citizens.

### **SMSCD links in our curriculum**

#### **Spiritual**

- reflect on goals and values eg whether the pursuit of fame, wealth or possessions brings fulfilment and happiness
- be aware of the influence of the church on life, culture and the landscape
- appreciating and valuing their own identity – their links with the past and the impact of past events on their own present existence
- experiencing a sense of wonder by contact with the past (visits, artefacts)
- valuing past human achievement and spirituality becoming aware of the concept of time- past, present, future and our part in it raising and addressing questions arising from war/suffering about human nature.

#### **Moral**

- evaluating the qualities, skills and attitudes of famous people from the past
- considering moral issues from past societies eg child labour in Victorian times
- looking at what we mean by truth in history – studying primary sources

- developing awareness of local, national and world issues and linking these to our core British Values and the core Christian values that we teach as a church school.
- encounter with ideas and encouragement to think through a moral stance on issues and again linking these to our core British Values and the core Christian values that we teach as a church school.
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### **Social**

- developing empathy through learning to see things from other perspectives
- learning how past societies were organised and functioned
- reflect on the spiritual, religious and moral issues which are implicit or explicit in topics eg influence of religious beliefs on everyday
- learning about social issues in past societies (slavery)

### **Cultural**

- learning how other civilisations (Greeks, Romans) have contributed to their own culture
- looking at how cultures change
- exploring the cultural values that under pinned past societies
- appreciating the arts; from the past and links to the present
- stories of religious leaders and their influences on cultures
- appreciating that different ages in history have diverse views of beauty and worth

### **INCLUSION**

In line with our *SEND Policy* we are committed to providing a teaching environment conducive to learning.

All pupils are entitled to access the history curriculum at a level appropriate to their needs arising from race, gender, ability or disability, religion, social background and culture. Work may have to be adapted to take into account individual requirements.

### **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 in Britain
- 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

### **Organisation of History within the Curriculum**

The delivery of the curriculum will follow the long term plan that was restructured in 2019. This means all children will cover a history unit in the spring term. In the summer term children will undertake a humanities unit of work to fulfil the National Curriculum objectives.

Teachers will complete a medium term plan that expands upon the objectives stated in the long term plan. The medium term plan must be dated and annotated as teaching and learning progresses to highlight next steps and in line with AFL.

The medium term plan will align with the Knowledge Organiser for that unit of work. The children will have the knowledge organiser stuck into their books for them to reference and use throughout the block of work. The organisation of lessons is outlined below.

**When teaching history we:**

- Always explain what we want pupils to know, understand and be able to do through the history they are about to do. Knowledge organisers will be used throughout the unit to make sure that knowledge 'sticks'.
- Use knowledge organisers at the start of the lesson, to revise and revisit previous learning. Use knowledge organisers at the end of a unit to assess.
- Use a key question to direct pupils' thinking / enquiry about the past. This will be presented in the form of a 'Can I...' question. This is referenced in the medium term planning and in the children's books.
- Vary the resources and activities to ensure each pupil can be effective in finding out about and trying to explain the past

**To assess pupils' progress in history we:**

We will use the knowledge organisers that the children have regular access to throughout the teaching of the unit. Once the knowledge has been taught, children will be asked to repopulate a blank knowledge organiser. The class teacher will then assess the child's responses and will address any misconceptions during the review week of the teaching cycle.

**To teach history we have a range of resources:**

Texts, artefacts, videos, sites, photographs, portraits, primary sources, and computing resources will be used to help bring the subject to life. In addition, artefact boxes may be borrowed from Wirral Library Service.

**To monitor and evaluate history the subject leader:**

- Support colleagues in teaching the subject content and developing their skills in planning, teaching and assessing history.
- Renew, update and oversee the audit of resources needed to deliver the curriculum
- Monitor and evaluate the learning and teaching of history through pupil interviews, book trawls and lesson observations.
- Develop assessment and record keeping ensuring progression and continuity
- Keep abreast of developments in the teaching and learning of history.

**Health and Safety**

This policy needs to be read alongside our *Health and Safety Policy*. Consideration needs to be given to conducting appropriate Risk Assessments and ensuring the safeguarding of children and staff when planning and carrying out history activities and visits.

Member of staff responsible	Mrs R Jones
Date Policy adopted	
Review Date	September 2022
Head Teacher signature	
Chair of Governors Signature	