



**Westminster**

**Primary**

**School**

Nurturing Minds...  
Inspiring Excellence

# **HISTORY POLICY**

**Reviewed:** March 2021

## **Rationale**

Here at Westminster Primary School, we aim stimulate the children's interest and understanding of history by providing a curriculum that enables them to enjoy and appreciate all that history has to offer. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and this then equips our children to ask meaningful questions, think critically and develop the skills of enquiry.

## **Aims and objects**

The aim of history at Westminster Primary School is to:

- encourage our children to be immersed in history so they are able to live and experience it rather than just study it
- stimulate the children's interest and understanding about the life of people who have lived in the past
- teach children to recognise how events in the past have influenced our lives today and encourage them to investigate these past events developing the skills of enquiry, analysis, interpretation and problem-solving
- provide knowledge of significant events in British history from the earliest times and to appreciate how things have changed over time
- make children aware of the lives of significant historical events, people and places in their own locality
- allow children to develop a sense of chronology which will help them organise their understanding of the past
- provide an understanding of how Britain is part of a wider European culture and to study some aspects of European history.

## **Teaching and Learning**

At Westminster Primary School we aim to use a variety of teaching and learning styles in our history lessons and encourage our children to think as historians. Our primary aim is to develop the children's knowledge, skills and understanding of history. We believe in whole-class teaching methods and combine these with enquiry-based research activities. We allow children to understand that historical events can be interpreted in different ways and that they should always ask questions, such as 'How do we know?' about information they are given.

Here at Westminster Primary School we recognise that in all classes there are children of different abilities. Therefore, we aim to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

We believe children learn best when:

- they have access to, and are able to handle artefacts
- they have access to secondary sources such as books and photographs
- they use drama and dance to act out historical events
- they use ICT to carry out research
- they are able to use non-fiction books for research to help answer research questions.

### **The contribution of history to English, Maths and ICT**

#### **English**

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in the English are of historical nature. For example, in Year 6 we use the book 'Letters from the Lighthouse' by Emma Carroll to enhance the children's knowledge and understanding of life during World War 2.

#### **Mathematics**

History contributes to the teaching of mathematics as children learn to use their knowledge of number when developing a sense of chronology through the use of time-lines.

#### **ICT**

We encourage staff to use ICT in history to enhance children's skills when presenting written work or when researching information using the internet. As well as this, children have the opportunity to use digital cameras and iPads to record and take pictures.

### **Early years**

At Westminster, we aim to provide a stimulating learning environment with clearly defined areas that support children in all 7 of the prime areas as well as focusing on the 4 specific areas (Literacy, Mathematics, Understanding the World, Expressive arts and design).

Understanding of the World is taught as an integral part of the topic work through child-initiated and adult led activities. It allows children to develop an understanding of the world

through activities such as dressing up in historical costumes, looking at pictures of famous people and discovering the meaning of new and old in relation to their own lives.

All activities aim to adhere to the objectives set out in the framework. In particular, children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They begin to understand the similarities and differences between themselves and others, and among families, communities and traditions.

### **Key Stage 1**

During Key Stage 1, children develop an awareness of the past by studying significant people and events. They are taught to place past events within a chronological framework, for example by sequencing events on a timeline and using dates when appropriate. As well as this, children begin to recognise similarities and differences between ways of life in different periods and consider some of the ways in which we can find out about the past. Children begin to communicate their ideas using historical vocabulary such as: past, present, old, new, before, after, a long time ago, years. To develop interpretative and investigate skills, children handle artefacts and study a variety of sources.

#### **Children are taught about:**

- the changes within living memory (Toys)
- events that are beyond living memory and significant nationally or globally (Guy Fawkes)
- the lives of significant individuals from the past who have contributed to national and international achievements (Florence Nightingale/ Mary Seacole)
- the significant historical events, people and places in their own locality (Cadbury).

### **Key Stage 2**

During Key Stage 2, children further develop on the historical skills taught at Key stage 1. By the end of Key Stage 2, we aim that children at Westminster Primary School have a secure chronological understanding of a variety of past events and works of significant individuals.

Children look at history in a variety of ways and 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.

#### **Children are taught:**

- about the changes in Britain from the Stone Age to the Iron Age
- about Ancient Egypt and their achievements of earliest civilizations
- about the Roman Empire and its impact on Britain

- about Ancient Greece and their achievements and influence on the western world
- about Britain's settlement by Anglo-Saxons and Scots
- about the Viking and Anglo-Saxon struggle for control of Britain
- about The Industrial Revolution and its significance within the locality
- about the Battle of Britain and its significant turning point in British history
- about Benin and its contrast with British history

### **Monitoring and Assessment**

At Westminster Primary School, assessment is a fundamental part of the teaching process as it is used to identify children's progress and inform future teacher planning. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. On completion of a piece of work, the class teacher marks the work and highlights the success criteria (I can statements) in accordance with the school's marking policy and comments as necessary.

Also, teachers will assess children by making informal judgements during lessons, providing written or verbal feedback to children to help guide his or her progress and children self-evaluate their own work. All of the above provide the basis for the summative assessment at the end of the year.

Monitoring takes place regularly through sampling children's work (book scrutiny) to ensure that the key skills are being taught effectively and that they match the needs and abilities of the children. As well as this, teacher planning is monitored

### **Marking and presentation**

(Refer to the school Marking Policy).

### **Responsibilities of the Co-ordinator**

The history subject leader is responsible for:

- monitoring the standard of the children's work and the quality of teaching and learning in history
- reviewing and contributing to teacher's planning to ensure full coverage of the National Curriculum through the topic units are being taught
- assisting colleagues with planning, teaching and assessment of history ensuring it is delivered to a high standard
- clarifying areas of uncertainty
- informing colleagues about current developments in the subject and providing advice
- monitoring resources and planning how the budget allocated to history will be spent

- reviewing, evaluating and updating documentation relevant to the teaching and learning of history
- providing a strategic lead and direction for the subject in the school.

S. Devi

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