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Date.....Jan 2023

Review.....Jan 2026

Woodford Valley Academy History Policy

This school is committed to creating the ethos in which children can grow towards Christian life, love and learning

And now I give you a new commandment: love one another. As I have loved you, so you must love one another. If you have love for one another, then everyone will know that you are my disciples.”
John 13: 34-35

This policy should be read in conjunction with Whole School Learning, Inclusion, Monitoring and Evaluation and all other policies.

The importance of History

We believe history is important because it teaches us about the past in Britain and the wider world. It helps us to find out what past societies were like, how they were organised and what beliefs and cultures influenced people's actions. History helps us to develop a chronological framework for our knowledge of significant events and people in the past and encourages us to discover how these have influenced our lives today. Through the study of history we develop a sense of identity and a cultural understanding based on our historical heritage. We learn to value and respect our own and other people's cultures in modern Britain and the wider world.

While studying history, children learn to research the past, find and use relevant evidence for their focus of enquiry and communicate their findings, putting forward their own point of view. All these activities use skills important in daily life.

Intent

Our intentions in teaching history at Woodford Valley Academy are to:

- stimulate children's interest and understanding about the lives of people who lived in the past and to develop an understanding that enables them to enjoy and appreciate the richness of history;

- teach children about significant events in British history and the wider world and to appreciate how and why things have changed over time and how past events have influenced our lives today;
- help children to develop an understanding of chronology, making appropriate use of dates and terms;
- teach children to understand how the British system of democratic government has developed and so contribute to the children's citizenship education;
- help children understand society and their place within it, so that they develop a sense of their cultural heritage and the cultures of other people, thereby learning to value their own and other people's cultures in modern Britain;
- help the children identify some of the different ways in which the past is represented and interpreted;
- enable children to use a range of sources of information to make observations and answer questions about the past;
- develop children's ability to identify potential bias in sources and to be aware of primary and secondary sources of information.
- develop children's skills of enquiry, investigation, analysis, evaluation and presentation.

Implementation

History teaching focuses on enabling children to think as historians. We give children the opportunity to visit historical sites and celebrate significant events. There is an emphasis on examining historical artefacts and primary sources.

We recognise the value and importance of stories in history and we regard this as an important way of stimulating interest in the past. We focus on helping children to understand that historical events can be interpreted in different ways and that they should always ask searching questions about information they are given, such as 'How do we know?', 'Who/what is the source?', 'Is the source reliable?'.

We recognise the fact that there are children of widely different abilities in history in all classes and we seek to provide suitable learning opportunities for all children by implementing a variety of activities and approaches. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, leading to independent research, with some children not completing all tasks;
- using questioning and discussion to elicit a range of responses and enable all children to participate.

History Curriculum Planning

As an academy, we endeavour to be creative with our planning and, in addition, use the National Curriculum guidelines for history. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work, so that the children are increasingly challenged as they move up through the school.

Our curriculum planning is in three phases (long-term, medium-term and short-term). The long-term plans map the history topics studied in each year during each key stage. In Key Stage one, topics will have a predominantly historical or geographical focus; however all topics will include an element of history or geography. In Key Stage two these topics alternate with geography. Wherever possible, the children study History topics in

conjunction with other subjects including Literacy. In Key Stage two we place an increasing emphasis on independent historical study.

Our medium-term plans follow sets out what will be covered in the term. Wherever possible, links are made with the Literacy writing genres of that term

Foundation Stage

We teach history in Reception class as an integral part of the early learning objectives covered during the year. As the Reception class is part of the EYFS framework, we relate the historical aspects of the children's work to the objectives set out in the Early Learning Goals (ELG). History makes a significant contribution to the Understanding the World ELG objective within the people and communities and past and present areas of learning. Children are enabled to develop their sense of place in the world through a range of personal experiences including engaging with Salisbury Museum and members of our local community. They deepen their understanding of the world relative to their own lives as they explore familiar situations in the past, compare and contrast characters from stories and explore artefacts from the past noticing similarities and differences. Children begin to explore chronology using events familiar to them.

Impact

Assessment is focused on children's progress in: chronological understanding; range and depth of historical knowledge and understanding of people and events; historical interpretation; historical enquiry using a range of sources; and the organisation and communication of historical material.

Resources

The school uses the Wiltshire library service for the loan of artefacts and topic books, in addition to using online resources and resources within our school and local community. The school also makes use of local expertise wherever possible such as Salisbury Museum, members of our local community and historical sites to enrich pupil's experience of history.

Monitoring and Review

Monitoring of the standards of children's work and the quality of teaching in History is the responsibility of the subject leader. The work of the history subject leader also involves supporting colleagues in the teaching of history, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. Throughout the year the subject leader aims to review samples of children's work, interview pupils from different classes, visit classes to observe teaching in the subject and monitor and evaluate children's progress through the year groups as set out in progression of skills document.