## WINGROVE PRIMARY SCHOOL



# Policy Statement for History

Subject leader: Tom Barker

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#### The Intention of History at Wingrove

We, at Wingrove Primary School, believe that History is an essential subject in our children's Curriculum. We seek to ignite our children's passion for History through fascinating lessons that capture the children's curiosity and creativity. As a result we can facilitate our children's historical adventure towards achieving their full potential as young historians.

Furthermore, we believe that, by achieving this aim, we give our children a sense of identity in British and World History. Consequently, our children learn how to respect their environment, each other and cherish their freedoms they enjoy today due to human progress through History.

#### **Implementing the Historical Curriculum**

At Wingrove, Historical teaching is integrated effectively through our school-wide Creative Curriculum planning. Using the National Curriculum as a guide, teachers draw in exciting links related to an overarching topic or theme question. For example, in Year 5 World War Two is taught through the question 'What if the World went to War?' From here, teachers use intriguing learning objectives to stimulate powerful lessons that ignite curiosity, creativity about Local, British, European and World History. These lessons also make draw on skills related to other subjects, including D&T, Art and Geography as well as utilising learning achieved in Maths and English.

We also firmly believe that History embodies significant elements of our own children's cultural, social, emotional education as well as giving the children a sense of identity. In conjunction with our valuing of Equal Opportunities, all children and all heritages are thoughtfully considered. This supports the children's rounded perspective and their holistic learning journey which we aim to achieve at Wingrove.

#### **Teaching Methods and Approaches**

As budding Historians, children need a variety of historical skills to support their learning. History at Wingrove engrosses children through a variety of powerful historical methods that will reach far beyond their experiences at Wingrove.

We achieve this by:

- Engaging in the fundamental purpose of History: the telling of human stories throughout time. Children, and teachers, love stories of Human struggles or successes. By connecting to our past, we show our children how to better our future. We do this by making historical stories accessible to the children and engaging them in relevant and memorable narrative.
- Through use of primary and secondary sources: By exposing and investigating an array of
  excellent resources, our children's imagination and empathy strengthens as a result of their
  learning moving from the abstract into reality. Such resources might be photographs,
  artefacts, map work or written accounts by either contemporaries or modern day researchers.
- **Showcasing History**: Wall-mounted displays in the classroom celebrate the children's learning journey and support their memory too. Around the school, displays include display cabinets containing artefacts and displays of local people and their significance.
- Exploring Historical language and concepts: To be successful historians, our children are
  taught a wide range of new historical vocabulary: technical terminology such as what the RAF
  are; the historical concepts, such as the Class System of the Victorian Era or the Medieval
  Feudal System; or the significance behind historical events such as the building of Hadrian's
  Wall.
- Developing critical thought and justifiable opinions: As a subject, History is rich with
  analytical and debatable opportunities. We seek to instil in children the art of justifiable
  opinions by demonstrating how to use fact and research to form informed thoughts and

- reasoning. Thereby modelling how and why an individual needs evidence to make a constructive argument otherwise such debates can simply be frivolous.
- Re-enactments and Drama: From a Victorian classroom experience to World War Two Day, living history is exciting and memorable. Children relish living the past! Such experiences are vital for developing empathy amongst the children as they get feel for life in the previous age. Empathy is a powerful aid to children and has long-lasting benefits to their personal and social growth.
- Out of school adventures: an expedition out of school to a sight of historical significance or to venture into a museum creates powerful memories for children (their own history!) as well as make the classroom experience even more real.

#### A Brief Outline of History Topics Taught at Wingrove

	Autumn	Spring	Summer
Year 1		The History of the Moon Landing	History of Toys
Year 2	Myths inc. George and the Dragon	History of Tyneside	Great Fire of London
Year 3	Ancient Egypt		Stone Age to Iron Age Roman Britain
Year 4	Anglo-Saxon Britain and Viking Invasions up to 1066	Medieval Britain	
Year 5	A History Crime and Punishment	The Golden Age of Pirates	Titanic
	World War II	Ancient Greece	Pompeii
Year 6	Mayan Civilisation	Victorian Childhood and Slavery	

#### Impact

The impact of the history teaching and learning is measured at varying levels: At the beginning of each lesson, questioning is used to assess prior knowledge, during the lesson teachers question and intervene in the learning to assess newly acquired knowledge and then at the end of the unit of work using the knowledge and skills grid. Children are also assessed in latter units to ensure that their knowledge is deep and can be used in other subject areas.

### Wingrove History Knowledge and Skills Progression Map – Subject Leader Overview

Key Objectives Based on National Curriculum	Year	Chronology	Knowledge	Historical Enquiry	Experience	Term and Unit Covered
Develop an awareness of the past and develop question based on their curiosity	ר	I understand history happen a long time ago e.g. by using words such as 'past' or phrases such as 'fifty years ago'.  I can sort objects into 'then' and 'now'	I can recall a few facts about a historical character or event I can explain how my local area/ my life is different from the past	I can form opinions or questions based on historical sources e.g. 'you can't get this in a shop now' or 'why this picture is black and white?'	I can retell a historical story I know with drama/ role-play	
Identify similarities and differences between ways of life  Know ways to find out about the past  Use related vocabulary/ phrases e.g. 'past', 'a long time ago'	2	I can recount, as a summary, key events of period of time e.g. some key events in Newcastle in chronological order	I can compare the lives of significant individuals e.g. Tim Peake and Christopher Columbus  I can understand the importance of major events beyond living memory e.g. the Great Fire of London/Newcastle or then Moon Landing	I understand that much of our historical knowledge comes from written down information (or stories) and recognise examples of it e.g. knowing Samuel Pepys wrote about the GFL  That Archaeology is physical History and recognise examples of it e.g. a Roman coin found by the Tyne	e.g. T4W  I can present my discoveries in an informative way e.g. create a museum and present my knowledge with labels	
Develop understanding of chronology and narrative through studied periods: this should be the overall arc of narrative and thorough in depth exploration and include understanding of local, British and	ω	I have an understanding of the British Timeline  I understand the difference between Anno Domini and Before Christ.  I can use language that relates to the passing of time e.g. a century ago, the past, contemporary	I can identify, compare and explain how and why people of the past are different to us today e.g. our diet, clothing, work and life in a matching activity  I can organise/ categorise information appropriately using my knowledge.	I understand History can be represented through different media: postcards/video/ diaries  I understand the difference between primary and secondary sources through examination e.g. archaeology (ps) or a newspaper (ss)	I have visited a museum or place of historical significance to get close to history  I can develop my empathy by participating dramatizing of Historical events/ experiences e.g. a medieval courtroom or WW2 Day  I can make replica models of	

Regularly address ideas of, or create questions around. I can present my learning as a summary of key points to explore and find the answer over the course of a topic e.g. key for the communications (Morse of Ficiency / speed/ transportation) or telecommunications (Morse of Feeder of Ficiency / speed/ transportation) or telecommunications (Morse of PowerPoint.)  I can make well-reasoned decisions as to where a person, place or thing might be placed in time  Inderstand historical terminology (such as Kempier', 'Civilisation', 'Barliament', 'Bureaucracy', and 'peasantry', historical writing style (such as 'cempier', 'Civilisation') and singlament', 'Bureaucracy', and 'gragmatic', 'diblous', 'futile' and 'unscrupulous'); and disciplines (such as cultural, economic, military, and illary, and illary, and illary, and illary and consciptions (such as cultural, economic, military, and illary, and illary, and illary, and illary, and illary, and illary, and illary and consciption and evidence.  I can explore evolving attitudes within a society by comparing said society's attitude to its society, culture, economic, military, and illary and political landscape e, contrasting the beginning of the historical period with the end.  I can such that there are difference are difference and individual may be a summary of key points to explore and find the answer over the course of a topic e.g. why historical warm and evolet person and except the compared to a text book of photocy visits to a castle compared to a text book of end of the storical period or up to the present day writing and analyse to compared to a text book of programatic, and analyse to contextual writing style (such as 'cempier', 'civilisation', 'bureaucray, and 'person and evolute or evolute interest.' The compared to a contextual writing style (such as 'cempier', 'civilisation', 'bureaucray, and 'person and evolute or evolute interest.' The compared to a contextual writing style (such as 'cempier') and the person of the program and evolute or evolute interest. T	World History		I can identify the evolution of			ancient artefacts based on	
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