



# Whiston Willis Primary Academy

## History Policy



Lead Responsibility	Rachel Pender	Approved By Governors	
Implementation date	September 2023	Review date	September 2024

### MISSION STATEMENT

Our school is a safe, happy and inclusive place where everybody is valued, treated equally, respected and where difference is celebrated.

We believe that all members of our School community should reach their full potential academically, socially and emotionally.

We are committed to ensuring that every child is prepared for their future lives as responsible citizens with a strong moral purpose.

Learning is a lifelong journey and we strive for all children to enjoy learning; leading to independent, motivated 'Lifelong Learners' who are prepared to face the modern day wider world with enthusiasm.

### Vision and Aims

The overall aim of our history curriculum is the assumption that any pupil in our school may go on to study the subject in more detail at Secondary level, at university or require particular subject knowledge in their future career, allowing them to achieve academic excellence in this domain. Equally, the need of particular subject knowledge or skills to enable them to be active members of society, developing their social and moral intelligence. As a result, the curriculum has been designed to be fit that purpose. We follow the Pearson Active Learn, which aligns with the National Curriculum.

Throughout the Early Years curriculum children are given planned opportunities to develop their understanding of the world: past and present. Children are able to talk about the lives of people around them and their roles in society. They explore similarities and differences between things in the past and things now, drawing on their experiences and what has been read to them and they understand the past through settings, characters and events encountered in books read in class and storytelling.

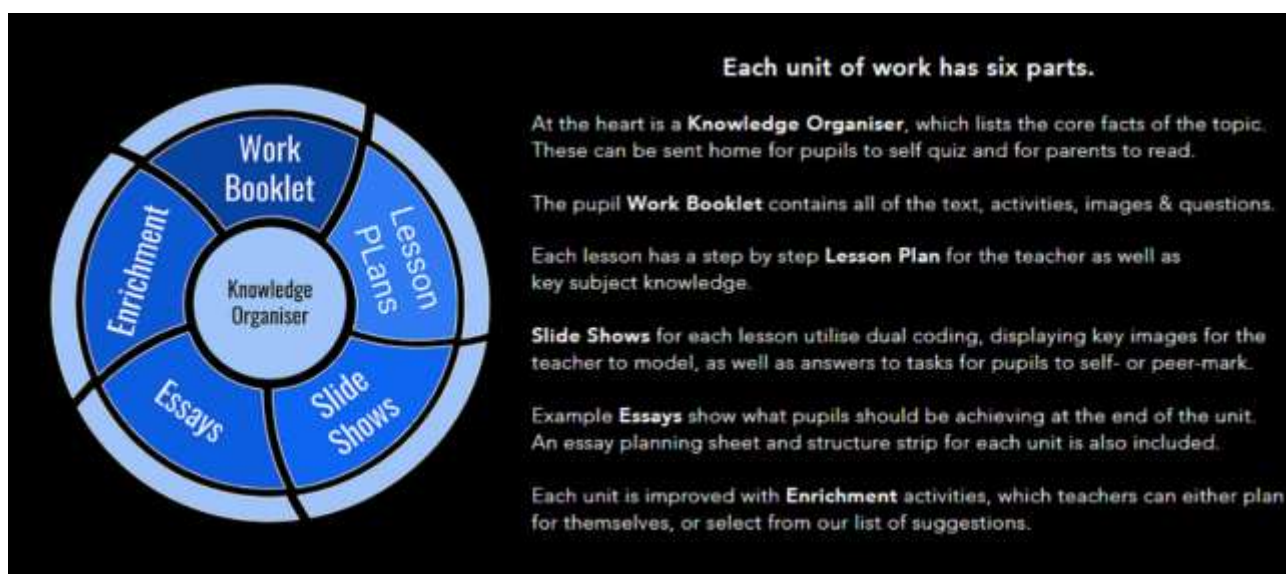
In KS1, we have mapped a curriculum that will enable pupils to develop an awareness of the past, using common words and phrases relating to the passing time. They will begin to develop an understanding of where and when the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods of time.

The history curriculum at Key Stage 2 seeks to give pupils a solid foundation and broad overview in some of the most important periods, events and themes in British and world history. It is comprehensive but necessarily selective. The curriculum gives pupils a strong grounding in British history, taught chronologically from the first settlements, through Roman Britain, the Vikings, Anglo- Saxons, the medieval period and up to the Industrial Revolution and touching on Britain during the two World Wars. While studying these periods the units explore themes of change and continuity, perspective and power. We have carefully selected the five units exploring world history to provide global coverage and introduce a number of themes. The unit on Ancient Greece introduces key ideas around power and its legitimacy, the Shang Dynasty gives insight into the progress and achievements in China at a time when there was much less occurring in Europe.

We chose to include units on the Benin Kingdom to challenge the narrative often prevalent in the teaching of African history – celebrating a highly successful civilisation while introducing the slave trade. Finally, the unit on Civil Rights provides a survey of way black people have been treated in the USA, through the Civil Rights movement and Dr King, right the way to the Black Lives Matter.

### Planning and Delivery

At Whiston Willis, we firmly believe that equipping our staff with the knowledge, skills, and resources they need to deliver a high- quality fully comprehensive curriculum is of paramount importance. Due to this we have made the decision to deliver our curriculum using the Pearson Primary History Curriculum, which is a fully resourced, intelligently sequenced, knowledge-rich curriculum, informed by the best research evidence available. Our history curriculum is intended to support teachers in ensuring high quality teaching takes place and ensures learning is progressive as children progress through the school. Due to our composite classes, our history curriculum has been mapped out, alongside geography, over a two-year cycle.



History is taught weekly and opportunities for developing vocabulary, reading and writing are planned within each topic.

### Assessing, Reporting and Recording

Monitoring is important in ensuring teaching and learning is effective across the whole school. Regular monitoring takes place by curriculum leaders and SLT, this includes book looks, lesson observations and teacher/pupil voice. Teachers are responsible for completing pupil assessments at the end of each topic, these judgements are inputted onto Insight Tracker and the information used to inform future teaching and learning and curriculum decisions. Essays are completed at the end of each topic in KS2. This allows children to demonstrate the knowledge they have accrued over the half term.

Our school marking and feedback policy outlines marking and feedback expectations within our history curriculum. Data collected through monitoring is used to identify interventions, objectives that need revisiting, knowledge that teachers need to focus on during low stakes quizzes and curriculum leader's next steps.

**EQUALITY IMPACT STATEMENT:**

Under the Equality Act 2010, we have a duty not to discriminate against any person based on 'protected characteristics'.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at Whiston Willis.

**MONITORING:**

The practical application of this policy will be reviewed by subject leaders in consultation with the curriculum lead within school regularly. The effectiveness of the policy is demonstrated through subject leadership reports to governors which include impact statements on outcomes for pupils and the quality of teaching and learning.

**The policy document will be reviewed by the subject leader and curriculum leader annually or earlier if required.**