

WESTFIELD COMMUNITY SCHOOL



History Policy

September 2024

Aims

The aim of History teaching here at Westfield Community School is to stimulate the children's interest and understanding about the life of people. We help pupils gain knowledge and understanding of Britain's past and that of the wider world. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Thus they learn to value their own and other people's cultures in modern multicultural Britain. By considering how people lived in the past, they are better able to make their own life choices today. In our school, History makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. 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 by doing so, to develop the skills of enquiry, analysis, interpretation and problem solving.

The Objectives of teaching History

Key Stage 1

Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods significant historical events, people and places in their own locality.

Key Stage 2

Pupils should be taught about:

- ♣ Changes in Britain from the Stone Age to the Iron Age the Roman Empire and its impact on Britain ♣ Britain's settlement by Anglo-Saxons and Scots
- ♣ The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- ♣ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- ♣ The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

♣ Ancient Greece – a study of Greek life and achievements and their influence on the western world

♣ a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

TEACHING AND LEARNING STYLE

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. In each key stage we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of cross curricular learning, drama and story telling in History teaching, and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways, and that they should always ask searching questions, such as 'how do we know?' about information they are given. We recognise that in all classes children have a wide range of ability in History and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

Setting tasks which are open-ended and can have a variety of responses;

- Setting tasks of increasing difficulty,
- Grouping children in mixed ability groups to allow pupils to support each other in the learning process;
- Providing resources of different complexity, depending on the ability of the child;
- Using classroom assistants to support children individually or in groups.

MONITORING and REVIEW

Monitoring of the standards of children's work and of the quality of teaching in History is the responsibility of the History subject coordinator. The work of the subject coordinator also involves supporting colleagues in their teaching, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The subject coordinator reviews samples of children's work and planning as part of Westfield's subject review policy. This policy will be reviewed at least every three years.

