



**“You are the light of the world, let your light shine”  
(Matthew 5: 14-16)**

## **History Policy**

Whaddon C of E School  
2023-2024

**January 2024  
Review: Jan 2025**

## **Overview:**

Our curriculum intent is embedded in our vision of enabling all children to shine as a community of learners through actions, choices and words.

At Whaddon C of E School Church of England Primary School, we are committed to providing our pupils with an inclusive, creative, stimulating and challenging curriculum that will equip them with the skills, knowledge and learning experiences that will provide a solid foundation for their journey of life-long learning and life in 21st Century Britain- uphold the British values of democracy, rule of law, respect and tolerance and individual liberty.

We believe in the development of the 'whole child' and our school values of Wisdom, Compassion and Endurance are integral to our commitment to enabling children to develop their social and moral code. These Christian school values are what we live and breathe, within our school, and are woven into our curriculum opportunities and expectations around learning behaviours.

We are committed to meeting the requirements of the Primary National Curriculum and the Early Years Foundation Stage Framework. Our schemes of work are specifically designed to reflect the content and challenge of these curricula. We ensure our curriculum is inclusive and enables all children to shine academically, socially and emotionally further nurturing their individual characters; shaping the ethos and culture within our school.

Staff, governors and parents are committed to providing the best education and experience for each child equipping them with the skills to face the challenges of the 21st century and be good, caring citizens with an awareness of their accountabilities to the communities they belong to and as global citizens.

Our broad and rich curriculum takes into account our physical context: location, our cohort of children and the opportunities our community can offer for inspirational and engaging learning opportunities. Through a combination of the learning experiences developed in our curriculum, collective worship and everyday school life we embrace equality and diversity, encouraging all learners to be empathetic, kind and respectful. Everyone in our school community will always be valued equally. We welcome children who have their own unique needs and require a more personalised approach to our inclusive, nurturing and happy school and those from marginalised and vulnerable groups.

History and the study of the past are essential to our understanding of the world around us. As such, at Whaddon we aim to develop children's history skills throughout our whole curriculum, enabling children to see enquiry, patterns and relationships and links with the past as essential for their developing lives today.

## **Aims and Objectives:**

At Whaddon School, we aim to ensure that:

- Children are given a secure foundation for history in Foundation Stage, through a child-led approach within which their understanding of the world skills are given time to develop
- The curriculum explores a wide and diverse range of themes and topics.
- Children develop confidence in understanding chronology
- Books are central to our school; our history curriculum includes high-quality texts and resources
- History skills are used, developed and embedded throughout the wider curriculum

History is taught through the Kapow scheme, which has been chosen to help children to explore the following threads that make an effective curriculum:

## **Topic knowledge:**

- Children to gain a rich knowledge of a history topic by studying it in depth. Children will explore several facets of a topic and be able to make links to their own lives (KS1) or the lives of others in contemporary

settings (KS2). The study of a topic to a rich depth enables pupils to make links to chronology and begin to understand abstract concepts that may occur in a range of topics covered.

### **Chronological awareness:**

- During Foundation stage and into KS1 we begin to help children to understand the language related to chronology. This begins with understanding how chronology works within the child's own life.
- Building a mental timeline of the chronological order of periods
- Developing awareness of general features of periods
- Knowing particular dates and events

### **Abstract concepts:**

- Power (monarchy, government and empire)
- Invasion, settlement and migration
- Civilisation (social and cultural)
- Tax and trade
- Beliefs Achievements and follies of mankind

### **Historical enquiry:**

- Posing a historical question
- Gathering, organising and evaluating evidence
- Interpreting findings, analysing and making connections
- Evaluating and drawing conclusions
- Communicating findings

### **Learning Outside the Classroom:**

We recognise that opportunities for children to learn outside of the traditional classroom context are vital for both their education and their wellbeing. As such, teachers provide for and plan opportunities for children to learn using the school grounds as well as the wider community. In Foundation Stage, children have continual access to the outdoor environment where, through their own learning and adult interactions, they use and develop their English skills in real-life contexts.

Teachers look for LOTC opportunities wherever possible, often through giving children the choice of learning indoors or outdoors, but also by taking them off the school premises and into other learning contexts. When planning school visits and follow up work, opportunities to use English skills are maximised; for example, older children regularly contribute to our school newsletter by reporting on trips and events.

### **Social, Moral, Spiritual, Cultural:**

We aim to support children's SMSC development throughout everything we do at Whaddon School. Through the English Curriculum specifically, this includes:

- Exposure to our historical heritage, particularly through traditional events and texts

- Exposure to texts from a range of cultures
- Discussions of stories, specifically characters' actions and motivations
- Opportunities to work collaboratively
- Development of a love for history and the learning of history
- Developing spirituality through stories from the Bible and other religious texts

### **Assessment:**

Ongoing assessment is an integral part of the teaching and learning process. Teachers assess children in a number of ways to ensure that future teaching is closely matched to each child's needs. In Foundation Stage, teachers continually play with, observe and assess the children in order to move their learning on. In KS1 and KS2, teachers and teaching assistants continually assess children throughout a lesson, and developmental marking and feedback with the children ensures that misconceptions are addressed instantly, and that children's learning is continually moving forward. Assessment at the end of each lesson informs the next lesson's planning and teaching.

Children begin to self-assess in KS1, where they are encouraged to read and check their work to see if it matches the Learning Objective and success criteria. Children will also begin to peer assess in KS2. This allows them to critically, but positively assess each other's work and suggest improvements, whilst also being exposed to ideas and techniques that their peers are using.

### **Equality of Opportunity and SEND**

The school is committed to a policy of equal opportunities for all pupils. All children should be allowed access to and given confidence in the different activities offered, regardless of their ability, gender, religion, or cultural/ethnic background. The content of lessons and the resources available should ensure that all pupils are valued equally, are able to participate with enjoyment and are able to achieve qualities and standards appropriate to their age, experience and abilities.

Where a particular learning need is identified, teachers draw up a Special Education Needs provision map for a child. Through targeted teaching and support, the teaching of History will become accessible to all pupils.

### **Monitoring and Evaluation:**

In September of each academic year, the subject leader produces an action plan for the development of English throughout the year. Actions are carried out throughout the year and further areas for improvement are identified as needed. Actions include, but are not restricted to:

- Learning walks □ Team teaching
- Professional development opportunities
- Analysis of data

- Interviews with children
- Book scrutinies