



*'To question is to grow'*

# Wood End Park Academy

## History Policy

2014-2015

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*A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.*  
(NC: 2014)

#### **Handy Historian: the basic expectations of Historians at WEPA**

1. To have knowledge and understanding of Britain's past- *how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world*
2. To have knowledge and understanding of the wider world's past- *the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind*
3. To develop a sense of chronology by ordering periods of time.
4. To use Historical vocabulary in my work
5. To ask questions and be curious about the past.
6. To use a variety of sources to find information about the topic
7. To find the reliable sources, evidence and viewpoints to learn from.
8. To develop an opinion and explain your views.
9. To develop an understanding of people's lives.
10. To develop an understanding of changes through time- *cause and consequence, similarity, difference and significance.*
11. To develop an understanding of the changes through my own life.
12. To compare different societies in a range of eras and relationships between different groups.

### Teaching and Learning (in addition to T&L policy)

Teachers need to have a good/outstanding subject knowledge of the topic that they are teaching. Teaching needs to be more explicitly linked from year group to year group *i.e. last year you learnt about the Tudors this year we will learn about Victorians about 300 year later*. Stories can be linked to topic to engage the children and raise the profile of the topic.

Children need to develop an awareness of chronology, which should be referred to throughout the unit. All topics should follow this throughout year groups *i.e. Year 3 teach Romans, 4 teach the Tudor period, 5 teach Victorians etc...* Historical vocabulary needs to be used by teachers and children in all lessons.

### Planning (in addition to T&L policy)

History lesson plans should have an element of the concept of time and significant events within the children's lives linking back to the period being studied. Teachers must include key vocabulary for each lesson on their planning. Objectives should be generated from the History Skills ladder at the correct age expectations and higher for More Able pupils.

### Pupil Books (in addition to T&L policy)

All pupils' books need to include a glossary for each topic taught with key vocabulary children will be expected to use. The first lesson should show evidence that the children are aware of chronology. Next steps from marking need to give children an opportunity develop a history skill.

### Displays and Classroom Environments

- Every classroom should have a timeline displayed showing the significant periods of time from the past to the present. This should be referred to in History lessons.
- Historical vocabulary should be displayed throughout the unit. Added to as new vocabulary is taught to the children.
- High quality examples of children's work should be displayed and questions to encourage Historical Enquiry.
- Artefacts can be borrowed from the History Resources and make the history to be studied engaging to children. This display should also contain questions for the children to ponder.

A whole school display will be in a shared corridor with at least one example of high quality work from each year group. Team leaders will need to provide

work for the History Co-ordinator.

#### Trips/Visitors to extend Learning

Trips and visitors need to be included on the overview and have a clear link to the History period being studied. After the trip, teachers need to plan an activity to allow children to reflect upon the experience and what they learnt from it.

A History Day is set annually (usually the last Friday in September) so that pupils can show off what they have learnt in the period studied and empathise with what it was like in that time!

Teachers plan this day carefully with activities that run throughout the day and may invite parents in at the end to view the pupils in a History Parade (for example).

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