

# Winnington Park Primary School and Nursery

## History Policy



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## **Our Curriculum Vision**

At Winnington Park Community Primary School and Nursery we aim to offer a creative and inclusive Curriculum which inspires, engages and challenges and in which children are partners in their own learning.

### **Intent**

We ensure that children are given opportunities to widen their knowledge and understanding of the world and learn and apply skills which will make them successful learners for life as well as enhancing their spiritual, moral, social and cultural development.

Children will become confident, independent and resilient learners who are willing to take risks. They will have high aspirations and be proud of their achievements. We aim to give everyone the opportunity to fulfil their highest potential, both academically and in respect of their wider interests and talents.

Our curriculum has clear end points and our lessons are sequenced so children's learning builds towards these. The children's new knowledge and skills builds on what they have been taught before and is designed for the children, families and community of Winnington Park.

### **Implementation**

Our children learn through a knowledge based curriculum which develops children's skills. We endeavour to engage our children and completely immerse them in their learning. Topics are progressive whilst being inclusive and challenging. They provide children with the knowledge and skills needed for the next stage in their learning and later life. We celebrate and value all subjects and provide opportunities to apply key skills in all areas of learning. We have high expectations of achievement, progress, behaviour and presentation. Our children enjoy developing their learning through enhanced projects such as writing and reading weeks, art workshops, trips and residential visits.

### **Impact**

The impact of our curriculum ensures children are prepared for the next stage of learning and later life.

Children who attend Winnington Park achieve well and are equipped with the knowledge and cultural capital they need to succeed in life.

### **History Vision**

History lessons at Winnington Park inspire pupils' curiosity to know more about the past. Our pupils develop an awareness of the past by developing a secure knowledge and understanding of British, local and world history.

### **Aims**

The aims of the history curriculum are to ensure pupils:

- Develop an awareness of the past.
- Use a wide vocabulary of everyday historical terms.
- Ask and answer questions.
- Understand how knowledge of the past is constructed.

- Identify similarities and differences between ways of life in different periods of time.

### **Key Stage 1**

Pupils should be taught about:

- Changes within living memory and changes in national life.
- Events beyond living memory that are nationally or globally significant.
- The lives of significant individuals in the past who have contributed to national and international achievements.
- Significant historical events, people and places in their own locality.

### **Key Stage 2**

Pupils should be taught about:

- In relation to Britain; the Stone Age to the Iron Age, the Roman Empire, the Anglo Saxons and Scots, the Vikings to the time of Edward the Confessor.
- The earliest civilisations.
- Studies on local history, an aspect of British history beyond 1066, Ancient Greece, a non-European society such as Baghdad c. AD 900 and another ancient civilisation.

### **Teaching and Learning**

History lessons are sequenced to ensure children's learning builds on what they have previously learnt by following our progressive knowledge and skills documents. Teachers check children's understanding effectively, and identify and correct misunderstandings. Teachers ensure children embed key concepts in their long – term memory and apply them fluently.

Teachers will use a balance of:

- Teacher prepared material
- Published resources
- Practical tasks
- Educational visits
- Occasional homework tasks
- Internet resources

In the Foundation Stage, History contributes to the Early Learning Goals of developing a child's Knowledge and Understanding of the World.

### **Spiritual, Moral, Social and Cultural Aspects**

History contributes to SMSC by enabling pupils to appreciate and reflect upon the achievements of past societies and the motivation of individuals, recognising that actions have consequences, by considering the results of events and decisions made in history.

### **Continuity and Progression**

Our knowledge and skills documents ensure children's History learning is progressive. These documents ensure learning is sequenced so that new knowledge and skills build on what has been taught before and children work towards clearly defined end points.

### Community Links

History contributes to the community by promoting the study and understanding of local sites. The school uses the community to enrich the History curriculum by inviting visitors into school to talk about the past and recount eye-witness accounts etc. and through activities based in and around the local area.

### Assessment, Record Keeping & Reporting

Teachers use assessment to check children's understanding in order to inform teaching, and to help pupils embed and use knowledge fluently and develop their understanding.

### Equal Opportunities and Inclusion

Equality of opportunity at Winnington Park Primary School and Nursery means that all children, taking account of gender, age, ability, disability, ethnic origin, faith, culture, social circumstances and sexual orientation have full access to all the curricular, pastoral and social opportunities offered by the school.

### Health and Safety

The general and legal requirements for Health and Safety are covered in the school's Health and Safety policy document. School visits relating to history are subject to a risk assessment.

### Resources

There is a range of resources for history themes in school. These are kept in a large wardrobe in the resources area. Where room permits each theme has its' own shelf or topic box and is clearly labelled. The library contains a growing supply of non-fiction themed books to support the children's research. We also encourage the use of the educational resources library based at Winsford.

### Review

The policy will be reviewed by the subject leader every year.