



# HISTORY

## POLICY

### INTENT

At WPT we believe that every child has the right to access a creative and inspiring History curriculum.

We strive to build critical and reflective thinking in our children through first hand, real life history opportunities whenever possible. These experiences are deeply embedded within the strong skills and knowledge content, driven by our key lines of enquiry such as democracy, the impact of humans and equality.

We need our children to progress through school knowing all that has gone before them, the battles people have fought, the strength of leaders, knowledge of discriminated and persecuted groups such as women and people of colour and through this, gain the compassion to build a better future.

### HOW WE INTEND TO REMOVE BARRIERS

#### LITERACY

Students are exposed to reading through source material for historical context, involving skim reading and contextualising with their historical knowledge. A wide range of books and interactive resources has been made available to all History pupils to support them in reading widely and often outside of the classroom. Literacy misconceptions do not go unchallenged and work is regularly checked for literacy errors allowing pupils to grow in confidence within literacy and access the skills required to be a more able historian.

#### NUMERACY

Students work chronologically to create timelines and order events. In KS2 there is some data handling within History through the use of graphs and charts in historical sources.

#### ORACY

The reading we do within History develops pupils oracy skills as the range of historical sources is vast and students are encouraged to discuss the sources and make inferences from them. Students are expected to present their findings verbally through presentations.

#### VOCABULARY

Students are given key vocabulary through the use of glossaries, key words in lessons as well as knowledge organisers where appropriate. The reading we do within History develops pupils vocabulary skills as the range of historical sources is vast and students are encouraged to discuss the sources and make inferences from them using key vocabulary.

### HOW WE DEVELOP SKILLS FOR LEARNING

Students are given opportunities to develop their skills for learning and each and every lesson. They will develop recall (what key history facts do we want our children to know). This will lead onto interpretation (can they answer the key questions and explain their thought process). Pupils will then begin to compare periods of history to make links (analysis). We strive to develop critical thinking/divergent thinking, our pupils can explain and think deeply about key events and people in history and their impact of life today. Finally the children will gather their ideas together cohesively and evaluate.

### HOW WE FOSTER PERSONAL ATTRIBUTES

In History our curriculum intent embodies that of the school. We are committed to ensuring students have exposure to the wider world context in order to develop them as well rounded individuals. Our curriculum demands independence, resilience and responsibility with the SCHOOL way.

History allows students to look at events from our past to help us shape our future. This is done at a local, national and international context, facilitating students' adoption of pride in local and national communities. We aspire for all our students to become avid Historians who demonstrate empathy, tolerance, understanding, aspiration and respect so they are prepared to be active citizens in the local community and beyond.

### HOW WE INTEND TO ENRICH STUDENT EXPERIENCES AND BROADEN THE HORIZONS OF STUDENTS

History is a subject that must go beyond the classroom. To this end we broaden the horizons of all our students and enrich their learning through a range of first hand experiences. All our students have exposure to learning beyond the traditional mainstream lesson and have opportunities to enrich their experiences. History is planned as part of cross curricular topics to support links in learning.

Every child at WPT will leave Primary School with a wealth of both History skills and History knowledge that will lead them forward to whatever future they choose.

**SUBJECT INTENT:** We believe History will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. We believe children should have an understanding of significant people and be able to recognise how the past shapes our future. We aim for it to inspire pupils’ curiosity about the past and to know more about the past. We aim to enable children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Through the teaching of History, common phenomena are identified and discussed. We aim to support pupils to critically analyse different sources of information so that they are able to learn about human achievements and experiences from the past in order to see how these impact upon the world we live in both today and in the future. Clear enquiry questions based around significant comparative elements, shape the learning so that pupils can easily make links from one era to another.

It is vital that curriculum knowledge and skills are not learnt in isolation. We teach History through the progression of skills and knowledge, both of which are planned in a sequential document and include in this, key lines of enquiry to develop links across the curriculum as well as to the bigger concepts that drive our curriculum intent, such as democracy and equality.

		EIFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	
KEY LINES OF ENQUIRY/KNOWLEDGE - CAUSE AND CONSEQUENCE, CONTINUITY AND CHANGE	<b>Democracy</b>	Who was...?	Who was in charge?	Who was in charge?	Who was in charge and how did they rule the country?	Who was in charge and how did they rule the country? Did they lead the country well?	Who was in charge, how did they rule the country and what impact did they have?		
		I know who ...was.	I know who ...was. I know when they lived	I know who ...was. I know where and when they lived and why they were important	I know who .... was and can explain the basic facts about their life.	I know who ... was, where and when they were in charge and can explain how they ruled the country	I know who... was, how they ruled the country and how this impacted on the general public.	I know who... was, can explain how they ruled the country and how this compared to the rule of other leaders in other times/places.	
	<b>Impact of Humans</b>	What was ... in your parent/grandparents lifetime?	What was ... like in...? How has that changed today?	What was ... like in...? How is that similar/ different to today? Why did this change happen?	What was ... like in ...? And how does it compare to...? What conflicts happened in... and why?	What was ... like in ... and how does it compare to ...? What changes happened in ... and why? What impact did ...-time period have today? What conflicts happened in ... and why?	What was the impact of...? On life then/ today? What conflicts happened in... and why? What is the impact of this on...?	What was the impact of... on life then/ today? What conflicts happened in... and why? What is the impact of this on...?	
		I know how ... has changed in living memory.	I know how ... has changed in living memory and can compare these changes to ... today.	I know how ... has changed and can say why an event in history has caused that change. I can identify similarities and differences between ways of life at 2 different periods of time.	I know how ... changed over time, and can make comparisons and links to periods previously studied. I can explain the impact a time period has had on the way we live today. I can explain 3 key facts about a specific conflict studied.	I know how ... changed over time, and can make comparisons and links to periods previously studied. I can identify and explain change and continuity within the current period being studied and a previous period studied. I can explain 3 key facts about a specific conflict studied and explain why the conflict happened.	I know how ... impacted on ... and can make comparisons and links to periods previously studied. I can identify and explain change and continuity within and across periods. I know key causes and consequences of ... conflict and how this impacted on the country.	I know how ... impacted on ... and can make comparisons and links to periods previously studied and current events. I can identify and explain change and continuity within and across periods. I know key causes and consequences of ... conflict and how this impacted on the countries involved.	
	<b>Equality and fairness</b>	Is it fair...?							
I can say if something is fair.		I can explain why ... was fair or not fair for children in the past.	I can explain why ... (a specific event) was fair or not fair in the past.	I know how people lived in ... period and how and why the lives of certain groups of people were unequal.	I know how people lived in ... period and how and why the lives of certain groups of people were unequal.	I know how people lived in ... period and how and why the lives of certain groups of people were unequal. I know that ... campaigned to make life more equal.	I can explain how ... caused inequality or equality and how society changed as a result.	I can explain how ... caused inequality or equality and how society changed as a result.	I can explain how ... caused inequality or equality and how society changed as a result. I can make links between equality issues in different periods and locations and how they relate to ... equality issue today.
<b>Significant Person</b>	Who was...?				Who was... and why were they important?		Who was...? Why were they important and what impact did they have?		
	I know who ... was.	I know who ... was and can say when they lived.	I know who ... was, when they lived and know 3 thing they did.	I know who ... was, when they lived and can say why they are important.	I know who ... was, when they lived and can say why they were important at the time and today.	I know who ... was, when they lived and can say why they were important at the time and how they influence today.	I know who ... was, when they lived and can say why they were important at the time, how they were viewed by the government and how their actions have impacted on society today.		
<b>SKILLS</b>	<b>Chronology (Whole class timeline used as visualisation of chronology)</b>	I know some similarities and differences between things in the past and now.	I can sequence objects, artefacts or photographs in chronological order and explain why I have chosen to order them in that way.	I can sequence artefacts and photographs and explain a sequence events in a period of time or event being studied. I know that some events studied are from a long time ago and some are more recent times.	I can place key events, artefacts and historical figures in chronological order and ascribe precise dates including BCE and CE. I know when periods studied so far happened in relation to each other.	I can place historical events (and specific dates) in chronological order and begin to relate them to eras studied previously. I can use the language of chronology including BCE CE, era, century and given names (e.g. Dark Ages, Victorians, Modern Era for specific periods in time and know when they happened in relation to each other.	I can place historical events (using dates) in chronological order on a timeline, in relation to prior events that we have studied and understand that some historical periods occurred concurrently in different locations.		I can place historical events (using dates) in chronological order on a timeline making links to events we have studied and note connections, contrasts and trends over time.

		EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>SKILLS</b>	<b>Using Questions</b>	I can ask questions about the lives of people around me and their roles in society.	I can ask and answer questions about the past.	I can ask and answer questions about the past giving an evidence based reason for my answer.	I can use my knowledge to ask questions and find answers to questions about a period being studied. I can answer questions referring to a single source of evidence to support my viewpoint.	I can ask enquiry led questions and use a greater variety of sources to support my answers to questions about the past. I can answer questions referring to more than one source of evidence to support my viewpoint.	I can make assumptions and ask questions about historical periods based on evidence. I can answer questions referring to relevant sources of evidence to support my viewpoint.	I can make assumptions and ask questions about historical periods based on evidence. I can answer questions referring to relevant sources of evidence to support my viewpoint.
	<b>Vocabulary</b>	I can talk about the past.	I can use historical language.	I begin to use more precise historical language.	I can use appropriate historical vocabulary to communicate my ideas/ knowledge.	I can use dates and historical terms to describe and explain historical events.	I can use dates and historical terms to critically analyse historical events.	I can use dates and abstract historical terms to critically analyse historical events.
	<b>Words and Phrases such as</b>	<i>Past, present, yesterday, last week, at the weekend, this morning, last night.</i>	<i>A long time ago, before I was born, recently, when my parents/ grandparents were children, information, history, objects, change, remember, memories, similarities, differences.</i>	<i>Before, after, when I was younger, in my lifetime, modern, old-fashioned, timeline, in the ... period/time, sources, evidence, research, artefacts, historian, chronological order, fact, opinion, monarchy, significant.</i>	<i>BCE, CE, ancient, century, decade, time period, archaeologist, impact, cause, consequence, civilizations, Empire.</i>	<i>Era, primary and secondary source, reliable, eyewitness.</i>	<i>Continuity, legacy, ambiguous.</i>	<i>Democracy, social, economic, political, cultural, religious.</i>
	<b>Sources (Primary)</b>	I can talk about a source (artefact, photograph) and say how it is different to today.	I can begin to use different sources (books, contemporary videos, photographs, pictures, artefacts, people) to find out about the past and identify the ways the past is represented.	I can use a wider variety of different sources, (Contemporary videos, photographs, pictures, artefacts, simple documents, oral history, buildings, music) to find out about the past and identify the ways the past is represented. I can use stories and accounts to distinguish between fact and fiction and compare two versions of a past event.	I can use a range of different sources to answer enquiry questions including (Contemporary videos, photographs, pictures and art, artefacts, people, buildings, music, oral history, transcribed documents) to answer enquiry questions. I understand the role archaeologists have played in finding out about the past.	I can use a range of different sources to answer enquiry questions including (Contemporary videos, photographs, pictures and art, artefacts, people, buildings and historical sites, music, oral history, transcribed documents and maps) to gain a more accurate understanding of history and answer enquiry questions.	I can select and use the most appropriate source of evidence ( Contemporary videos, photographs, pictures, art, ceramics and sculpture, artefacts, buildings, music, oral history, contemporary documents and written accounts of events, newspapers, maps, historical sites), to gather information, recognising when they are using primary and secondary sources of information. I can give reasons why there might be different accounts of history and evaluate evidence to choose the most reliable forms. I understand the provenance of a source.	I can select and use the most appropriate source of evidence to gather information and recognise bias, evaluating the usefulness of different sources by understanding that some evidence from the past is propaganda, opinion or misinformation. I understand why the provenance of a source is important.
	<b>Sources (Secondary)</b>	I can talk about information given a secondary source- book.	I can talk about information given a source- book, illustration, video representation of periods.	I can use secondary sources to research and gather information - books, illustration, video, stories, representation of periods. I can use stories and accounts to distinguish between fact, and fiction and compare two versions of a past event.	I can use secondary sources to research and gather information - books, non-contemporary accounts, illustrations, internet, stories, videos, maps and documentaries representing historical subjects and periods. I can compare different representations of the same event.	I can use secondary sources to research and gather information - books, illustrations, non-contemporary accounts, internet, stories, videos, maps and documentaries representing historical subjects and periods. I can understand the difference between primary and secondary sources and begin to evaluate the usefulness of different sources.	I can use a wide secondary sources to research a historical period, recognising when they are using primary and secondary sources of information. I can give reasons why there might be different accounts of history and evaluate evidence to choose the most reliable forms.	I can select and use the most appropriate source of evidence to gather information and recognise bias, evaluating the usefulness of different sources by understanding that some evidence from the past is propaganda, opinion or misinformation. I understand why the provenance of a source is important.
	<b>Communication</b>	I understand the past through settings, characters and events encountered in books read in class and storytelling.	I can communicate my understanding about a period or event through talking, drama drawing or writing. I can say or write a simple sentence about a source studied.	I can recount historical events and describe the lives of significant people from the past. I can answer an enquiry question and explain my idea referring to sources used. I can communicate my conclusion clearly verbally, through drama or in writing.	I can use PEE to answer a simple enquiry question.	I can use PEE to answer a simple enquiry question. I can use FDL to construct a short explanation of a historical event, era or aspect.	I can use PEE to answer an enquiry question, referring to more than one element of supporting evidence I can use FDL to construct a clear explanation of a historical event, era or aspect. I can discuss and debate a historical idea or viewpoint.	I can use PEE to answer an enquiry question, referring to carefully selected supporting evidence I can use FDL to construct paragraphs with a clear communication and explanation of a historical event, era or aspect. I can discuss and debate a historical idea or viewpoint.