



# Waterloo Primary School

## History Policy

### Intent

We are committed to developing pupils' academic resilience, to enable them to access and fully engage with the progressive and connected curriculum we provide. With our pupils' wellbeing at the forefront, we deliver a curriculum which fulfils all statutory requirements. Teaching and learning opportunities are thoughtfully mapped to enable pupils to develop the necessary knowledge, understanding and skills to contribute successfully in the modern world. Pupils revisit, apply and deepen their historical understanding within and across subject areas, whilst maintaining history as an independent discipline, with its own unique set of skills.

Waterloo is a diverse area with easy access to a wealth of stimulating learning experiences. Through purposeful community links, our pupils are encouraged to learn from first-hand accounts, local landmarks and architecture. By taking learning outside of the classroom, we aim for pupils to recognise, value and engage with the rich cultural heritage which surrounds them. We believe that British values are fundamental to cohesion and successful participation in society and we promote these values as we teach about British and world history.

We recognise that our children reflect our socially diverse community and consider it crucial for them to develop a strong vocabulary that enables them to articulate their opinions, academic understanding and emotions. Key vocabulary is mapped across the history curriculum; opportunities to revisit and embed learnt vocabulary are planned for. Key knowledge and vocabulary for units of work are shared with families in order to further consolidate learning. We provide opportunities to extend pupils' cultural capital, visiting museums and art galleries. Opportunities to develop speaking and listening skills are planned to equip pupils to ask 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.

We regard reading as an essential building block for learning across all subject areas. Taught reading skills are embedded and applied throughout our history curriculum. Questioning, tasks and resources are skilfully planned to scaffold and challenge, ensuring every child, whatever their starting point, can deepen their understanding. Our aim is for each child to confidently enter the next stage of their education with the necessary skills, knowledge and mind-set to reach their academic potential and to thrive, knowing and understanding their place in the world and their importance and value to society as global citizens.

### **Aims:**

- The national curriculum for history aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

### **Adaptive Teaching:**

At Waterloo Primary School, we ensure that we maximise learning opportunities for all by using adaptive teaching.

At Waterloo Primary School, we ensure that we maximise learning opportunities for all. Adaptive teaching means lessons and tasks are appropriate for all pupils and they can access and be successful in their learning. All children receive high quality teaching and reasonable adjustments are made to resources and approaches.

In history, this may take the form of:

- Breaking down content into smaller chunks/steps
- Scaffolding and modelling, using a 'thinking out loud' technique
- Pre-teaching and pre-reading about a subject
- Varying levels of support
- Removing unnecessary expositions (unnecessary language)
- Use of concrete resources
- Alternative methods of recording
- Adapted physical resources (keyboards, pencil grips, scissors, larger spaces to record...)
- Reframing questions
- Intervening appropriately
- Flexible groupings

- Make connections to previous learning and supporting children to remember more through various strategies through quizzes, mind maps
- Adapting thinking time to process information
- Use of visuals such as task planners, pictures and diagrams
- Extending tasks with more choice, freedom to select resources and open ended challenges

Seeking to understand pupils' differences, including their differing prior knowledge and experience and potential barriers to learning, is an essential part of teaching. Adapting teaching in a responsive way is likely to increase pupil success.

Where, despite adaptive teaching approaches, a pupil is working significantly below age related expectations, they may require a more bespoke and personalised curriculum in order to achieve success.

### **Curriculum Content:**

#### **Early Years:**

The Early Years curriculum has been carefully planned to ensure progression from the Early Years to Year 6. The curriculum is taught through a balance of teacher-led inputs, teacher-directed activities and free exploration. Activities are planned within continuous provision to allow children to develop the skills needed to support their wider curriculum learning throughout school. Curriculum leaders have the opportunity to spend time in the Early Years to ensure curriculum coverage and progression.

#### **Key stage 1:**

Pupils develop an awareness of the past, using common words and phrases relating to the passing of time. They know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They use a wide vocabulary of everyday historical terms. They ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

#### **Pupils are taught about:**

Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. With this we focus on technology and transport.

Events beyond living memory that are significant nationally or globally. These include: inventions in technology, the sinking of the Titanic, inventions and achievements in the development of transport, including space travel.

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. These include: Alexander Graham Bell, Helen Sharman, Tim Peake, Neil Armstrong, The Wright Brothers.

Significant historical events, people and places in their own locality.

## **Key stage 2:**

Pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They note connections, contrasts and trends over time and develop the appropriate use of historical terms. They regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They construct informed responses that involve thoughtful selection and organisation of relevant historical information. They understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through, we teach the aspects of British, local and world history outlined below, teachers combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

### Pupils are 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 the Victorian era and the Industrial Revolution, with a focus on Victorian times in Liverpool.

An in depth study of the history of Liverpool, drawing on prior learning about transport, trade, rivers, architecture, and the Victorian era. Including Liverpool's pivotal role in the slave trade and local impact of the Blitz.

The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in depth study of one, Ancient Egypt

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: Benin - drawing on prior learning about Liverpool and the transatlantic slave trade.

In Year 6, children draw together their understanding of British history, revisiting and deepening prior learning through their theme of invasion (Roman, Viking, Saxons, WW2, British Empire, Benin and current affairs).

### Learning Environment:

As part of a whole school focus, all year groups will have a timeline on display, with examples of good work to be added to it throughout the year. This may be within classrooms or displayed within a year group corridor. There will also be access to a timeline on the school playground. Relevant reading materials are accessible.

**Assessment:**

To ensure consistency, all year groups will be assessed based on the curriculum statements made available on Target Tracker. All teachers will ensure that their children are regularly updated on the system to ensure that children's progress is charted on a half termly basis. Teacher judgements will be supported with ongoing assessments and planned end of unit assessment tasks.

**Monitoring and Evaluating:**

Monitoring and evaluation will be completed by the history lead (Mr Donoghue) when the time is made available to him as part of a subject leadership rota. The history lead will ensure that Target Tracker is monitored and evaluated on a half termly basis to ensure that objectives are covered and that children are placed within the appropriate steps in terms of individual assessment. Monitoring and evaluation will include scrutiny of work, lesson observations, learning walks, pupil interviews and pupil/staff questionnaires.

This policy is open to regular review, based on present practice and consultation with members of staff.

Policy reviewed by: Mark Donoghue

Date: February 2024

Review Date: February 2026