



WOODHALL PRIMARY SCHOOL

HISTORY SUBJECT STATEMENT



'The more you know about the past, the better prepared you are for the future.'
(Theodore Roosevelt)

Intent

History is alive. At Woodhall, we not only foster a deep fascination and understanding of the past but we also help our children to appreciate their role in the history of tomorrow. Through a robust, engaging and carefully-sequenced curriculum, the children develop a growing knowledge of history and the skills to investigate, question, analyse and evaluate what they have learnt. Our curriculum enables children to learn about and from history; through high-quality play, guided teaching and experiences in our Early Years to the in-depth studies explored in Key Stage 2.

Children develop a chronologically secure knowledge of British history, and understanding of some of the great ancient civilisations of the world, as well as the significance of local history. By examining changes over time and key events in history, our children can make connections between the past and the present; developing an understanding of how modern society came to be and the part they play in building the future.

Responding to the characteristics of our local community, we enrich the history curriculum with events that promote British Values (Democracy, Rule of Law, Respect and Tolerance, Individual Liberty) and celebrate local, national and international events.

By the time our children leave Woodhall, we aim to:

- Create the historians of tomorrow, developing a love and appreciation of History with a thirst to learn more.
- Enable our children to experience and engage with a range of primary and secondary sources, inviting books, school assemblies, visits from experts and professionals, visits to places of historic importance, workshops and whole school events. They will be interested and inspired, which in turn will help them develop a questioning mind, an inquisitive spirit and theories about the past.
- Develop a solid foundation in historical skills, knowledge and linked vocabulary so children are prepared for studying History at secondary school and beyond, but also can also be transferred and applied to their wider learning and place in modern life.
- Promote that History is for everyone, no matter the age, disability, gender, race, religion or belief and sexual orientation. We will pitch the learning so that it scaffolds and challenges learning to meet the needs of the learner.
- Recognise and promote the achievements of and unique challenges faced by diverse people throughout history.
- Support our children to question subjective opinions of history, to widen their understanding through using a range of historical sources and to draw conclusions based upon evidence.

Implementation

In the Foundation Stage, children explore the Early Learning Goal 'Knowledge and Understanding of the World' through guided teaching and Child Initiated Learning. This includes children developing an understanding of their own lives and changes within their family, as well as knowing about the lives of people around them and their roles in society.

Our History Subject Ladder for Key Stages 1 and 2 is informed by the National Curriculum and outlines objectives for each year group. These are divided into three strands: Historical Knowledge, Historical Skills and Vocabulary. This ensures that children's learning in key areas is developed year on year.

A chronological history of Britain from the earliest people to 1066 A.D. is explored across Key Stage 2, as well as an overview of significant ancient civilisations and their place in time.

History lessons are taught regularly to ensure familiarity and fluency but some topics lend themselves to a block of learning and might be carried out over a day or a week. Rich cross-curricular connections are provided, with practical experiences wherever possible. We take pride in our History learning; work in books and on display around school is of high quality for every level of learner. Learning is recorded in a variety of ways, such as; annotated drawings, extended writing, photographs and the use of ICT. History lessons also develop a wide range of transferable skills including reading, asking questions, locating and evaluating evidence. Our History curriculum is designed to ensure appropriate diversity in the significant figures that children learn about.

Teachers apply thoughtful differentiation in each lesson, whether that be by activity, support or outcome; we provide scaffolding and appropriate challenge for all levels of learners. SEND children often have personalised strategies, support and resources during History lessons and the teachers can use the History Subject Ladder to track back, fill gaps and help all children access new learning where appropriate.

Cross-curricular links to History are specifically planned for and these are indicated on the school's long-term and medium-term mapping. The school's own context is also considered, with opportunities for visits to places of historical interest and learning outside the classroom also identified. Visits to the local area and use of local artefacts, such as the use of maps and photographs of South Oxhey as a post-war, purpose-built estate also support contextualised learning, as well as the acquisition of key knowledge and systematic development of key skills.

We recognise nationally significant events such as Remembrance and Black History Month through assemblies, workshops, themed days and group work. Our successes are shared with our wider community on the Woodhall School website to help engage and raise awareness of learning in History for parents/carers. We invite parents to support their children by attending class assemblies, trips and workshops and support them in any History homework projects.

Teachers have access to further guidance from national agencies, including the History Association, of which the school is a member.

Impact

Children's progress in History is recorded throughout the year, using the Woodhall Attainment Tracker. If the child has not achieved the majority of the objectives in a particular strand of learning, a score of 0 is given, if the majority have been met a 1 and if all have been achieved or excellent subject knowledge of skill has been displayed in a particular area, the child may be awarded a 2. The teacher updates each strand as it has been taught and the Tool collates achievement across each strand for each year group and

helps the teacher record and analyse achievement for each child and their class as a whole. The History leader can then scrutinise this information for trends and areas of development. The achievement of vulnerable groups such as SEND, PPG or EAL children are monitored closely to ensure their progress is in line with their peers. Where there is a large disparity, the History leader works alongside teachers to help provide resources, support and help narrow the gap.

Children at Woodhall are excited about history and keen to share their knowledge. Teachers have high expectations of all children. All children use technical vocabulary accurately and pupils are expected to know, apply and understand the skills. Outcomes in History books evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge.

Emphasis is placed on analytical thinking and questioning and children demonstrate a coherent knowledge and understanding of Britain's past and that of the wider world, in addition to being curious to know more about the past. Through this study pupils ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

Regular monitoring of the curriculum is undertaken by the subject lead. This provides feedback to all stakeholders; the teachers, the SLT and the Governing Body. Evidence is collected regularly through pupil voice, lesson observations, work and planning scrutiny and learning walks. During each monitoring cycle, the History Leader looks for appropriate coverage for that particular point in the year, high quality work being produced over a range of activities, thoughtful differentiation and care and attention over tasks from both teacher and pupil. Following this the History Leader then plans for CPD opportunities for teachers and may provide support with planning, the impact of which is then measured.

Relevant Website Links:

School Development Plan (parents/carers' version): <https://woodhall.herts.sch.uk/wp-content/uploads/2022/09/Woodhall-School-Development-Plan-2022-2023-Parents-Version-1.pdf>

Curriculum (subject ladders/curriculum overviews): <https://woodhall.herts.sch.uk/curriculum>

Subject Leader: J. Hancock

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