

# WINGROVE PRIMARY SCHOOL



## Policy Statement for History

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## The Intention of History at Wingrove

We, at Wingrove Primary School, believe that History is an essential subject in our children's Curriculum. We seek to ignite our children's passion for History through fascinating lessons that capture the children's curiosity and creativity. As a result we can facilitate our children's historical adventure towards achieving their full potential as young historians.

Furthermore, we believe that, by achieving this aim, we give our children a sense of identity in British and World History. Consequently, our children learn how to respect their environment, each other and cherish their freedoms they enjoy today due to human progress through History.

## Implementing the Historical Curriculum

At Wingrove, Historical teaching is integrated effectively through our school-wide Creative Curriculum planning. Using the National Curriculum as a guide, teachers draw in exciting links related to an overarching topic or theme question. For example, in Year 5, World War Two is taught through the question 'Can conflict ever be positive?' From here, teachers use intriguing learning objectives to stimulate powerful lessons that ignite curiosity, creativity about Local, British, European and World History. These lessons also make draw on skills related to other subjects, including D&T, Art and Geography as well as utilising learning achieved in Maths and English.

We also firmly believe that History embodies significant elements of our own children's cultural, social, emotional education as well as giving the children a sense of identity. In conjunction with our valuing of Equal Opportunities, all children and all heritages are thoughtfully considered. This supports the children's rounded perspective and their holistic learning journey which we aim to achieve at Wingrove.

## Teaching Methods and Approaches

As budding Historians, children need a variety of historical skills to support their learning. History at Wingrove engrosses children through a variety of powerful historical methods that will reach far beyond their experiences at Wingrove.

We achieve this by:

- **Talking like a Historian:** embedding 'Talk Like a Historian' strategies to create an environment where children can articulate historical ideas, discuss events, and explore different perspectives confidently. Oracy supports pupils in developing critical thinking skills as they analyse, evaluate, and form well-reasoned arguments. Through structured discussions, debates, and presentations, children are encouraged to use precise historical vocabulary and engage in meaningful dialogue, fostering a sense of curiosity and a deeper connection to the past.
- **Engaging in the fundamental purpose of History:** the telling of human stories throughout time. Children, and teachers, love stories of Human struggles or successes. By connecting to our past, we show our children how to better our future. We do this by making historical stories accessible to the children and engaging them in relevant and memorable narrative.
- **Through use of primary and secondary sources:** by exposing and investigating an array of excellent resources, our children's imagination and empathy strengthens as a result of their learning moving from the abstract into reality. Such resources might be photographs, artefacts, map work or written accounts by either contemporaries or modern day researchers.
- **Showcasing History:** wall-mounted displays in the classroom celebrate the children's learning journey and support their memory too. Around the school, displays include display cabinets containing artefacts and displays of local people and their significance.
- **Exploring Historical language and concepts:** to be successful historians, our children are taught a wide range of new historical vocabulary: technical terminology such as what the RAF

are; the historical concepts, such as the Class System of the Victorian Era or the Medieval Feudal System; or the significance behind historical events such as the building of Hadrian's Wall.

- **Developing critical thought and justifiable opinions:** as a subject, History is rich with analytical and debatable opportunities. We seek to instil in children the art of justifiable opinions by demonstrating how to use fact and research to form informed thoughts and reasoning. Thereby modelling how and why an individual needs evidence to make a constructive argument otherwise such debates can simply be frivolous.
- **Re-enactments and Drama:** from a Victorian classroom experience to World War Two Day, living history is exciting and memorable. Children relish living the past! Such experiences are vital for developing empathy amongst the children as they get feel for life in the previous age. Empathy is a powerful aid to children and has long-lasting benefits to their personal and social growth.
- **Out of school adventures:** an expedition out of school to a sight of historical significance or to venture into a museum creates powerful memories for children (their own history!) as well as make the classroom experience even more real.

### A Brief Outline of History Topics Taught at Wingrove

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 1</b>	The Moon Landing Changes in living Memory	Dinosaurs and Mary Anning	
<b>Year 2</b>	Significant Individuals: explorers  Then and Now: holidays	Now and Then: a History of Tyneside  Great Fire of London	
<b>Year 3</b>			Stone Age to Iron Age  Roman Britain
<b>Year 4</b>	Anglo-Saxon Britain and Viking Invasions up to 1066  The Black Death and its Impact		Ancient Egypt
<b>Year 5</b>	Significant events: Titanic and Pompeii	World War II	Native Americans
<b>Year 6</b>	The Victorians	Civil and Human Rights	Ancient Greece

### Impact

The impact of the history teaching and learning is measured at varying levels: At the beginning of each lesson, Socratic Questioning is used to assess prior knowledge, during the lesson teachers question and intervene in the learning to assess newly acquired knowledge and then at the end of the unit of work using the knowledge and skills grid. Children are also assessed in later units to ensure that their knowledge is deep and can be used in other subject areas.



## Wingrove History Knowledge and Skills Progression Map – Subject Leader Overview

Key Objectives Based on National Curriculum	Year	Chronology	Knowledge	Historical Enquiry	Experience	Term and Unit Covered
<p>Develop an awareness of the past and develop question based on their curiosity</p> <p>Identify similarities and differences between ways of life</p> <p>Know ways to find out about the past</p> <p>Use related vocabulary/ phrases e.g. 'past', 'a long time ago'</p>	1	<p>I understand history happen a long time ago e.g. by using words such as 'past' or phrases such as 'fifty years ago'.</p> <p>I can sort objects into 'then' and 'now'</p>	<p>I can recall a few facts about a historical character or event</p> <p>I can explain how my local area/ my life is different from the past</p>	<p>I can form opinions or questions based on historical sources e.g. 'you can't get this in a shop now' or 'why this picture is black and white?'</p>	<p>I can retell a historical story I know with drama/ role-play e.g. T4W</p> <p>I can present my discoveries in an informative way e.g. create a museum and present my knowledge with labels</p>	
	2	<p>I can recount, as a summary, key events of period of time e.g. some key events in Newcastle in chronological order</p>	<p>I can compare the lives of significant individuals e.g. Tim Peake and Christopher Columbus</p> <p>I can understand the importance of major events beyond living memory e.g. the Great Fire of London/Newcastle or then Moon Landing</p>	<p>I understand that much of our historical knowledge comes from written down information (or stories) and recognise examples of it e.g. knowing Samuel Pepys wrote about the GFL</p> <p>That Archaeology is physical History and recognise examples of it e.g. a Roman coin found by the Tyne</p>		
<p>Develop understanding of chronology and narrative through studied periods: this should be the overall arc of narrative and thorough in depth exploration and include understanding</p>	3	<p>I have an understanding of the British Timeline</p> <p>I understand the difference between Anno Domini and Before Christ.</p> <p>I can use language that relates to the passing of time e.g. a century ago, the past, contemporary</p>	<p>I can identify, compare and explain how and why people of the past are different to us today e.g. our diet, clothing, work and life in a matching activity</p> <p>I can organise/ categorise information appropriately using my knowledge.</p>	<p>I understand History can be represented through different media: postcards/ video/ diaries</p> <p>I understand the difference between primary and secondary sources through examination e.g. archaeology (ps) or a newspaper (ss)</p>	<p>I have visited a museum or place of historical significance to get close to history</p> <p>I can develop my empathy by participating dramatizing of Historical events/ experiences e.g. a medieval courtroom or WW2 Day</p>	

<p>of local, British and World History</p> <p>Regularly address ideas of, or create questions around: continuity and change; cause and effect; similarity and difference; and significance</p> <p>Know how to select/ sift through a range of sources to find/ analyse historically relevant information and evidence</p> <p>Understand historical terminology (such as 'empire', 'civilisation', 'parliament', 'bureaucracy', and 'peasantry'); historical writing style (such as 'pragmatic', 'dubious', 'futile' and 'unscrupulous'); and disciplines (such as cultural, economic, military, political, and social)</p>	4	<p>I can identify the evolution of artefacts, place them in time and discuss why such changes happened e.g. evolution of trains (need for efficiency/ speed/ transportation) or telecommunications (Morse code/ telegrams/ mobile phones)</p> <p>I can make well-reasoned decisions as to where a person, place or thing might be placed in time</p>	<p>I can present my learning as a summary of key points through a presentation e.g. my homework project or a PowerPoint.</p> <p>I understand that there are different perspectives towards a historical event e.g. invader perspective Vs defender perspective</p>	<p>I can create a question I wish to explore and find the answer over the course of a topic e.g. KWL Grids</p> <p>I can use primary and secondary sources to develop and record an idea. E.g. photos/ visits to a castle compared to a text book</p>	<p>I can make replica models of ancient artefacts based on historical research: e.g. making Roman books or Ancient Greek/Roman Amphora</p> <p>I can present my historical investigations in a fashion that is accessible for others to experience and learn from e.g. display in the classroom/ corridor</p>	
	5	<p>I have a good understanding of the British Timeline</p> <p>I can use Maths and dates to find out time periods within a historical period or up to the present day</p>	<p>I can apply my historical knowledge to a contextual writing challenge e.g. a diary of an evacuee or a non-chronological report on pirates.</p> <p>I can use a comprehension exercise to extend my subject knowledge i.e. not just answer questions but learn too.</p>	<p>I can effectively research a specific historical figure or event independently, using an array of sources (e.g. internet, primary/ secondary sources), and present my findings as comprehensible notes</p> <p>I can recognise the purpose of propaganda, analyse its effect and if whether it succeeds or not.</p>		
	6	<p>I can explore evolving attitudes within a society by comparing said society's attitude to its society, culture, economics, military and political landscape e.g. contrasting the beginning of the historical period with the end.</p>	<p>I can summarise a studied period of history in a written, factually-driven narrative, including my opinions backed by evidence.</p> <p>I can use my historical understanding and evidence to argue/ debate effectively e.g. did the suffragettes need to use violence to persuade men to give women the vote?</p>	<p>I can investigate and analyse the different influences two contemporary historical characters had on their society (and such historical characters had an agenda) using evidence and their effect on wider history e.g. Charles Darwin and Florence Nightingale similarities and differences and their impact today.</p>		