



Willow Wood Community Primary School History Policy

Through a positive caring environment, we provide the opportunity for every child to reach their full potential. We embrace Christian values and ensure all children are ready for their next steps. At Willow Wood Primary School, we are committed to providing all children with learning opportunities to engage in history. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It has been developed through a process of consultation with school staff and governors.

History is about real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships. History fires the children's curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, children develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values. In history, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view.

Aims and Objectives

- To instil in the children a curiosity and understanding of events, places and people in a variety of times and environments.
- To develop an interest in the past and an appreciation of human achievements and aspirations.
- To understand the values of our society.
- To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another.
- To develop a knowledge of chronology within which the children can organise their understanding of the past.
- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours.
- To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials.
- To distinguish between historical facts and the interpretation of those facts.
- To understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial.



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Curriculum

Children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through history the children learn a range of skills, concepts, attitudes and methods of working.

Early Years

History is taught in EYFS as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation stage, history makes a significant contribution to developing a child's understanding of the world through activities such as; looking at pictures of famous people in history, discovering the meaning of new and old in relation to their own lives, and beginning to understand more challenging concepts such as chronology.

Key Stage 1

During Key Stage 1, pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They listen, and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

Key Stage 2

During Key Stage 2, pupils learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example, from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

Teaching and Learning

Willow Wood's school uses a variety of teaching and learning styles in history lessons with a huge focus on reading and cross-curricular writing. Our principal aim is to develop the children's knowledge, skills and understanding in history and we use a variety of teaching and learning styles in our history lessons. We believe in whole-class teaching methods and combine these with enquiry-based research activities.

We believe children learn best when:

- Reading opportunities are provided in every lesson.
- They have access to a knowledge organiser for every history topic which will be stuck in their foundation subject books for them to refer to.
- Writing opportunities are provided throughout each topic including two longer pieces of writing.



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- They have access to and are able to handle artefacts.
- They go on educational visits to museums and places of historical interest.
- They have access to secondary sources such as books and photographs.
- Visitors talk about personal experiences of the past.
- They listen to and interact with stories from the past.
- They undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives.
- They use drama and dance to act out historical events.
- They are shown, or use independently, resources from the internet and videos.
- They are able to use non-fiction books for research.
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of each child. We achieve this through a range of strategies, which are differentiated by task, expected outcome and/or support from peers or adults.

History curriculum planning

At Willow Wood Primary School, history is taught through a topic approach. Reading is at the forefront of our minds and incorporated into every lesson. Our curriculum is carefully planned to ensure progression and to engage and excite all our learners. Our Foundation Booklets map out the skills and themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

To ensure consistency of approach and equality we have a specific lesson design for History which should be followed by all staff.



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1.Retrieval and Retention	Provide a starter that recaps and reviews prior learning and consolidates knowledge e.g. what do you remember from your previous topics throughout school? Or provide a starter that piques curiosity and acts as a hook for the upcoming lesson. This could be a career linked to your topic. Starter should include key vocabulary for the lesson/topic.
2.Purpose and Sequencing	Explain the subject you are teaching and the purpose of the lesson and how it fits into the bigger picture, timeline and wider curriculum. Ensure that all children are explicitly aware of the aim of the lesson. All children should be aiming for the same objective.
3.High Expectations and Communication	Ensure you 'teach to the top' with high and ambitious expectations. Scaffolds must be provided to support learning. Ensure instructions are concise and communication is clear and that language is positive and encouraging. Questions need to be targeted and illicit well thought out responses. Make sure you allow thinking time. This could be achieved through group/partner discussions.
4.Knowledge and Deliberate Practice	Ensure you are explicit about the core knowledge you are teaching to the children and how this will be built on lesson by lesson. Ensure this is communicated to pupils during the lesson and links throughout the topic are explored and explained. Ensure you are offering and allowing pupils opportunities, and sufficient time, to practice subject specific skills such as enquiry-based learning, understanding timelines, similarities and differences of their own world compared with the past.
5.Modelling and Questioning	Ensure new material is presented in small steps and that you are explicitly modelling and showing pupils what 'success' looks like. Ensure probing questioning are used to aid critical thinking. Use explanation, timely intervention and live marking to address misconceptions at the point they are made and there is a drive for whole class understanding.
6. Key Vocabulary, reading and literacy	Ensure that there is an explicit focus on improving and developing literacy and vocabulary throughout the whole lesson, modelled by all adults within the classroom. Use challenging and varied texts at the start of each lesson alongside different reading strategies and questions to allow all children to be culturally literate. Encourage and check for new / subject specific / technical vocabulary to be applied to all work, direct children to their knowledge organisers and allow sufficient time to discuss new vocabulary. Ensure at least one extended writing lesson per topic. This could include; diary, newspaper, letter, non-chronological report, short story or explanation.
7. Metacognition and Self-Regulation	Ensure you are explicit in communicating and teaching effective learning strategies that children can adopt themselves in independent work and at home. Ensure that you are active in explaining 'thinking' to children. Ensure that when ready, scaffolding is gradually removed to allow children independence. Ensure lessons are inclusive for all.
8.Feedback and Review	Ensure feedback is clear and timely. It needs to be manageable, specific and targeted. Marking questions should be used to consolidate or deepen understanding of lesson content. Ensure that spellings of both high frequency words and key vocabulary are corrected. It is imperative that time is then given at the beginning of the following lesson to review any errors and correct these. Ensure formative assessment is acted upon and that you are constantly aiming to gain as much feedback as possible from children during the lesson. Ensure that a plenary reviews information from the lesson and indicates next steps (whether that is moving on or consolidation / review work). Identify children who may require further support in the next lesson. At the end of the lesson, children need time to reflect on their learning using BLPs and linking this to the main learning intention for the lesson.



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Resources

We have a wide range of textbooks and technology to access the internet as a class. Visits are planned to enhance learning and give hands on activity. People with an interest, or expertise, in a particular topic or area of history could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community. All resource pack/topic boxes are kept in classrooms with the class teachers.

Assessment, Recording and Reporting

At Willow Wood, assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy.

Safeguarding Statement

At Willow Wood Community Primary School, the safeguarding and wellbeing of all pupils is our highest priority. History teaching often involves exploring past events, people, cultures and perspectives, and we are committed to ensuring that these learning experiences take place in a safe, supportive and respectful environment.

We ensure that:

- All history lessons are delivered in line with the school's Safeguarding and Child Protection Policy, with staff remaining alert to any disclosures, concerns or sensitive issues that may arise during discussions about past events or family history.
- Materials, images, artefacts, and sources are carefully selected to ensure they are age-appropriate, culturally sensitive, and do not expose children to distressing or harmful content.
- Educational visits, workshops, and events related to the history curriculum are risk assessed thoroughly, and appropriate supervision is always in place to keep children safe.
- Visitors, external specialists, or community members contributing to history learning follow the school's safeguarding procedures, including appropriate checks and supervision.
- Pupils are supported to discuss potentially sensitive topics within a respectful, inclusive environment where diversity is valued, and all children feel safe to contribute.
- Staff model safe, responsible use of historical sources, including digital materials, ensuring pupils learn how to engage critically and safely with information.



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Through these measures, our history curriculum not only enriches pupils' understanding of the past but also supports their safety, wellbeing, and personal development in the present.

Monitoring

Monitoring takes place regularly through the monitoring of children's work, teacher planning, learning walks, lesson observations and pupil/staff voices.

Review

This policy will be reviewed in February 2027.