

Wrockwardine Wood CE Junior School



History Policy 2026-2028

Updated: March 2026

Review Date: March 2028

Signed



“Love, Laugh Learn”

We will ignite the ability in all to ***‘Love, Laugh and Learn’***, recognising the extraordinary and wondrous in everything and in everyone. Our rich, varied and creative curriculum, together with our Christian values, will empower all to flourish following Jesus’s promise **‘I have come to give life and life in all its fullness.’** (John 10:10)

Our School Christian Values



1.1 The aim of history teaching here at Wrockwardine Wood C.E. Junior School is to stimulate the pupils' interest and understanding about the life of people who lived in the past. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics and what beliefs and cultures influences people's actions. We teach pupils to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving. History topics are organised in a chronological order therefore pupils develop a sense of chronology for their knowledge of significant events and people. Alongside this, they develop a sense of identity, and a cultural understanding based on their historical heritage. 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.

1.2 All pupils are taught History as specified in the National Curriculum 2016 document.

The objectives of teaching history in our school are:

- to foster in pupils an interest in the past, and to develop an understanding that enables them to enjoy all that history has to offer;
- to enable pupils to know about significant aspects of the history in the wider world;
- to help pupils understand the history of these islands as a coherent, chronological narrative;
- to gain understanding if how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world;
- arouse an interest in the past and encourage questioning and speculation;
- to enrich and support other areas of the curriculum;
- prepare pupils for adult life by helping them to understand the nature of the society in which we live.

2 Teaching and learning style

2.1 History teaching focuses on enabling pupils to think as historians. We place an emphasis on examining historical artefacts and primary sources. In each phase, we give pupils the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching, and we regard this as an important way of stimulating interest in the past. We focus on helping pupils understand that historical events can be interpreted in different ways, and that they should always ask searching questions, such as 'how do we know?', about information they are given.

2.2 We recognise that in all classes pupils have a wide range of ability in history, and we seek to provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the pupil. We achieve this by:

- setting tasks which are open-ended and can have a variety of responses;
- adapting activities to match the pupils' abilities and support or challenge them;
- grouping pupils by ability in the room, and setting different tasks for each ability group;
- providing resources of different complexity, depending on the ability of the pupil;
- using classroom assistants to support pupils individually or in groups.

- Oracy is embedded at the heart of teaching and learning and is developed consistently across the curriculum through both structured and incidental opportunities. Building on our shared belief that oracy is the ability to articulate ideas, deepen understanding and engage with others through spoken language, teachers explicitly teach and model new vocabulary in every subject, ensuring pupils are exposed to ambitious, topic-specific language. This vocabulary is revisited through talk prompts and discussion tasks enabling pupils to practice and apply it in meaningful contexts. Staff carefully model high-quality spoken language through sentence stems and structured responses, which are then scaffolded to support all learners to speak with increasing confidence and clarity. Opportunities for paired talk, group discussions, debate and reasoning are planned into lessons, allowing pupils to refine their listening and speaking skills progressively. Through this consistent and inclusive approach, we nurture confident, articulate speakers with rich vocabulary who are well equipped to succeed across the curriculum and beyond.

3 History curriculum planning

- 3.1** We base our planning on the expectations from the National Curriculum. Each year group completes a history unit in the first autumn half term, with some year groups completing a second history unit in the first summer half term. Short units are also completed to ensure coverage.
- 3.2** Progression in historical skills and knowledge throughout years 3-6 are taken into consideration during planning. Teachers are not expected to create a written plan for each topic, as long as they have a substantial Interactive Whiteboard flipcharts. A medium-term plan is available for each unit of work.

4 The contribution of history to teaching in other curriculum areas

4.1 English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in the Love to Read are historical in nature. For example, the pupils read *Treason* to enhance their knowledge and understanding of life during Tudor period. Pupils develop oracy through discussing historical questions, or presenting their findings to the rest of the class.

4.2 Mathematics

The teaching of history contributes to pupils' mathematical understanding in a variety of ways. Pupils learn to use numbers when developing a sense of chronology through activities such as creating time-lines and through sequencing events in their own lives.

4.3 Personal, social and health education (PSHE) and citizenship

History contributes significantly to the teaching of personal, social and health education and citizenship. Pupils develop self-confidence by having opportunities to explain their views on a number of social questions, such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise and challenge stereotypes, and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures, and they start to develop tolerance and respect for others.

4.4 Spiritual, moral, social and cultural development

In our teaching of history we contribute where possible to the pupils' spiritual development, as in 'What are we remembering on Remembrance Day?' We also provide pupils with the opportunity to discuss moral questions, or what is right and wrong, when studying topics such as child labour in Victorian Britain. Pupils learn about the role of the church in Tudor times, and they find out how British society has changed over time. The history programme of study enables pupils to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

5 History and ICT

- 5.1** Information and communication technology enhances our teaching of history, wherever appropriate, in all year groups. The pupils use ICT in a variety of ways, such as word-processing, finding information on the Internet and presenting information through *PowerPoint*.

6 History and inclusion

- 6.1** At our school we teach history to all pupils, whatever their ability and individual needs. This accords with the school's curriculum policy of providing a broad and balanced education to all pupils. Through our history teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs; Disability Non-Discrimination and Access; Gifted and Talented; English as an Additional Language (EAL).
- 6.2** We enable all pupils to have access to the full range of activities involved in learning history. Where pupils are to participate in activities outside the classroom, for example, a visit, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

7 Assessment for learning

- 7.1** The pupils complete a 'know more, remember more' grid which is filled in after each lesson to show what the pupils have learnt. This is available for the pupils to refer back to throughout lessons.
- 7.2** Pupils demonstrate their ability in history in a variety of different ways. Younger pupils might, for example, act out a famous historical event, whilst older pupils may produce a *PowerPoint* presentation based on their investigation. Teachers will assess pupils' work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the pupil to help guide his or her progress. Older pupils are encouraged to make judgements about how they can improve their own work.
- 7.3** At the end of a whole unit of work, the class teacher will make a summary judgement about the work of each pupil in relation to the National Curriculum and state whether the pupil is 'emerging', 'expected' or 'exceeding' based on their year group. The descriptors for each stage have been decided by the subject leader, in conjunction with the year group teachers. We use these grades as a basis for assessing the progress of the pupil, and we pass this information on to the next teacher at the end of the year. A short test will also be used to aid these teacher assessments.

- 7.4** The history subject leader will collate samples of pupils' work in a portfolio. These will demonstrate what the expected level of achievement is in history for each age group in the school.

8 Resources

- 8.1** There are sufficient resources for all history teaching units in the school. We keep these resources in a central store where there is a box of equipment for each unit of work. The library contains a good supply of topic books and software to support pupils' individual research.
- 8.2** As the new National Curriculum has a major emphasis on analysing artefacts, each year group has been bought a box of artefacts for one of their topics. These will be found in the resources room.

9 Monitoring and review

- 9.1** Monitoring of the standards of pupils' work and of the quality of teaching in history is the responsibility of the history subject leader. A learning walk and pupil voice is conducted towards the end of the unit. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leader gives the headteacher an annual report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The subject leader has specially-allocated time in which to fulfil this role by reviewing samples of pupils' work and visiting classes to observe teaching in the subject.
- 9.2** This policy will be reviewed at least every two years.

Signed: Ivy Mellor (Humanities Co-ordinator)

Date: 10/03/2026

Date of next review: 10/03/2028